

The 5th Celt International Conference Proceeding : Contextualizing the Trajectory of Language and Arts in Contemporary Society



5th Celt INTERNATIONAL CONFERENCE
Faculty of Language and Arts - Soegijapranata Catholic University

9 - 11th September 2017

Patra Semarang Hotel

Soegijapranata Catholic University

The 5th Celt International Conference Proceeding: Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society

English Department, Faculty of Language & Arts, Soegijapranata Catholic University,
Semarang, Indonesia

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ISBN	: 978-602-686-552-6
Edition	: First, 2018
Publisher	: Percetakan & Penerbitan Unika Soegijapranata Jl. Pawiyatan Lihur IV/ 1, Bendan Dhuwur, Semarang, 50234, Indonesia
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PREFACE

It is an honor and pleasure for me to present to you the PROCEEDING for the 5th Celt International Conference. The conference held on the 9-11th September 2017 was organized by the English Department, Faculty of Language and Arts, Soegijapranata Catholic University.

Celt International Conference is a three yearly event that supports the Faculty's journal, Celt, whose acronym stands for CULTURE, ENGLISH LANGUAGE TEACHING and LITERATURE. Ever since 2001 Celt journal has found ways to obtain qualified manuscripts to publish. Being founder of the International Conference and Celt journal, I am delighted to announce that the journal is not only nationally accredited but it is indexed by DOAJ, Google, IPI, Sinta, Core, EBSCO Information Service, Worldcat, One Search, Harvard Library, University of Oxford and has been given a DOI number by Crossref. The Celt International Conference is one of those ways to obtain many manuscripts for Celt journal to reach the internationally indexed Scopus journal listed by Thomson and Reuters.

Although there are many other International Conferences as competitors, 5th Celt International Conference with its theme in *Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society* managed to attract many participants and speakers from 20 countries: Australia, Bangladesh, Belarus, China, Croatia, East Timor, France, Japan, Malaysia, Malawi, New Zealand, the Philipines, Portugal, Romania, South Korea, Thailand, Ukraine, the United States of America, and Zimbabwe. From Indonesia alone, participants came from 16 cities. Not only from our very own town Semarang, but also from Bali, Bandung, Bojonegoro, Jakarta, Malang, Manado, Nusa Tenggara Timur, Padang, Salatiga, Solo, Sulawesi, Sumba, Surabaya, Tegal, and Yogyakarta. This theme is appropriately chosen because it is within the time when experts in the teaching and learning of Language and Arts should put whatever they have achieved in their classrooms and field research to be contextualized in society by incorporating the various theories, approaches, and media that we have gathered from various disciplines. I believe, the success of the teaching and learning of language, arts and culture can only be possible if we could see things through a multi-faceted perspective. How language, culture and art have been transnationalized in various countries by keeping some its original forms that are combined with local materials is something that we need to be aware of to ensure success in what we currently do as teachers, students, and professionals in the business world.

In today's world, success may only be reached not by its uniqueness but rather of its collaborativeness. What is the correct English language pronunciation nowadays? Is it by having an American-English, British-English, Australian-English, Singaporean-English, Indian-English, Javanese-English or what? What is English language culture nowadays is it purely western or should there be mixture of eastern culture in it? What does it mean when we say we are living in a globalized culture and speaking a globalized language? How can we contextualize all of this?

This proceeding records the ideas and practices that tries to answer those questions, through the forms of the papers shared in the form of an international conference. Not all of the papers are published in this proceeding, however. As instructed by the Ministry of Research, Technology and Higher Education in Indonesia, who become the main sponsor for the 5th Celt International Conference; some of the papers are proudly sent to academic journals. I sincerely hope that the papers would be published in those academic journals who agreed to collaborate with Celt journal, such as the MJLL: Malaysian Journal of Languages and Linguistics; Asian Englishes, TEFLIN: The Association for the Teaching of English as a Foreign Language in Indonesia, Asia TEFL, k@ta. Lingua Cultura, IJAL: Indonesian Journal of Applied Linguistics and IJALEL: International Journal of Applied Linguistics and English Literature. Whether published in those aforementioned journals or this proceeding, all of the manuscripts have been written well and should be shared as they fruitfully add to our knowledge of teaching and learning the English language, culture and arts of the current age. In this occasion, I sincerely thank all of the authors that have kindly contributed their best work to this proceeding.

Like all things, nothing is perfect. This proceeding is merely a media to publish the author's manuscripts. The contents and grammar usage are born solely on the authors themselves. If there are questions or inconveniences that arise while reading the manuscripts presented in this proceeding, readers are more than welcome to directly contact the authors by email.

May we all be blessed with a more energized way to help support more authors to write more and more manuscripts for the better development of the teaching and learning of English language, culture and arts!

Amen.

Ekawati Marhaenny Dukut

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Penggeden Batik and Its Philosophy in Bakaran Village

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Abstract: Batik is a way of decorating cloth by covering a part of it with a coat of wax and then dyeing the cloth with usually brown, black and white colors (Elliot, 1984). This article presents a discussion on Batik Bakaran, which is produced in Bakaran Village in Juwana, Central Java, Indonesia. Interviews with three informants reveal that Bakaran batik covers five original *penggeden* (or the biggest) motifs, namely, *Lung-Lungan*, *Buketan*, *Merak*, *Urang* and *Bandeng*. Those five *penggeden* bear the philosophy of happiness, cheerfulness, beauty, tenderness and purity. Most *penggeden* is passed down from one generation to another. Compared to the batik of Yogyakarta and Solo, that from Bakaran village displays a unique characteristic. The batik has cracks made from *soga saren* (coloring material only used in Batik Bakaran). People in Bakaran Village still preserve Bakaran Batik because they believe that it is their family legacy and a unique creation.

Key words: Bakaran batik, *penggeden*, philosophy

Abstrak: Batik adalah cara menghias kain dengan menutup sebagiannya dengan lapisan lilin, dan kemudian mewarnainya, biasanya dengan warna coklat, hitam dan putih (Elliot, 1984). Artikel ini membahas Batik Bakaran, yang diproduksi di Desa Bakaran, Juwana, Jawa Tengah, Indonesia. Melalui wawancara dengan tiga narasumber yang mengerti tentang Batik Bakaran terungkap bahwa ada lima motif *penggeden* asli dari batik Bakaran. *Penggeden* adalah motif terbesar pada batik. Kelima *penggeden* asli tersebut itu adalah *Lung-Lungan*, *Buketan*, *Merak*, *Urang* dan *Bandeng*. Masing-masing *penggeden* memiliki filosofinya sendiri. *Buketan*, misalnya, mengandung filosofi kebahagiaan, keceriaan, keindahan, kelembutan dan kemurnian. Sebagian besar *penggeden* diwariskan secara turun temurun. Dibandingkan batik Yogyakarta dan Solo, batik Bakaran memiliki ciri khas tersendiri, yaitu retakan yang terbuat dari *soga saren* (bahan pewarna yang hanya digunakan pada Batik Bakaran). Masyarakat di Desa Bakaran masih melestarikan Batik Bakaran karena mereka menganggap bahwa batik tersebut merupakan warisan keluarga yang harus dijaga keunikannya.

Kata kunci: batik Bakaran, *penggeden*, filosofi

INTRODUCTION

Java is one of the islands in Indonesia. It stores variety of landscapes, unique buildings, arts and culture. Because of its megacities, mesmerizing natural beauty, magical archaeological sites and profound traditions in art, music and dance, Java becomes a heart of Indonesia (Lonely Planet, 2016). Among those cultural richness, batik is one of Java traditional culture products. Every area in Java has batik of its own.

Batik has different motifs, patterns and colors. These are important in determining the function and symbolic meaning of the design. The symbolic meaning of Java's classical batik and its philosophical sense are influenced by Javanese Hindu culture (Kusrianto, 2013). Batik Bakaran is produced in Juwana, Central Java. This batik is not as well-known as those from Solo or Yogyakarta because it is only produced in a small area, called Bakaran village. It is believed that the person who brought batik culture to Bakaran village is Nyi Siti Sabirah or Nyai Banowati. She came from Majapahit Kingdom and moved to Bakaran village and stayed there until her death (Batik Bakaran Wanita, 2012). The writer is interested in art and culture of Juwana especially Batik Bakaran as the writer comes from Juwana City and lives near Bakaran village. The writer intends to do a research in Batik Bakaran to find out the philosophical meanings of the original *penggeden* of Batik Bakaran.

LITERATURE REVIEW

A. Batik

According to Elliot, batik is a process of decorating cloth using wax to cover a part of it and then dyeing the cloth (Elliot, 1984). In Javanese language, "ba" is taken from *amba* which means "wide" and "tik" is from the word *nitik* which means "the action of making dots." Batik is also defined as the art of painting done on cloth using wax or *malam* to cover the created decorations on the cloth (Batik Bakaran Wanita, 2012). Every design on Batik has its own essential meaning to people as a batik maker creates different designs based on the maker's own creativity.

According to Alfred Stainmann decorating cloth by using wax or wax resist dyeing is not only found in Indonesia. Stainmann, for example, mentions that wax resist dyeing in the middle ages in China, called *yapan*, in T'ang dynasty era, called *miao*, in Russia, called *bhakora*, and in Thailand, called *pharung* (Kusrianto, 2013). Elliot argues that Batik is originally from India. A city called Cennai in India is known for its original and vibrant designs of batik. However, in Cennai batik is overlooked by art critics who do not consider Batik as an art form (Elliot, 1984).

Batik has been known in Indonesia especially in Java since the eighteenth century. In this era batik was only used by keraton people and the batik maker made use of a writing method usually called batik tulis (Djamaris, 2013). Since then, batik has become identical to the Javanese culture.

B. Batik *Penggeden*

In making batik pattern, the batik maker should understand the structure of batik pattern. There are three components of batik pattern's structure. The first is main component. Main component is the image ornaments that become the essential element. This ornament is often used as a motif of the batik. This component is usually called *penggeden*. *Penggeden* is the biggest motif on the batik. The second is filler component. Filler component is the images used to fill the area among main components. It is smaller than main component and is not an essential element. The last is *isen-isen*. It is used to fill the blank area between main component and filler component. The example of *isen-isen* is point, straight lines, curved lines, circles a small circle, etc (Kusrianto, 2013). Batik has various *penggeden* and each *penggeden* is usually combined with different motif and pattern. Each bears its own difficulties in the batik-making process.

There are three methods in making batik. The first one is writing method that is usually called batik *tulis*. Writing method is a process of making batik by hand using *canting* (a pen-like tool used to apply liquid hot wax). This is the most expensive batik because it needs a long process and high level of skill. This method results in a different thickness of the wax line and varied details of size or shape. The second one is *cap* (chop) method. *Cap* (chop) method is a process of making batik by using a copper stamp called a cap. This method is faster than writing method although it also requires skills to create an even pattern on the cloth. The set of the lines is the same because it is made with the same *cap*, although sometimes the shape of the stamp is separated a bit from the one next to it. Batik *cap* is cheaper than batik *tulis*. The third one is *kombinasi* (combination) method. This method combines writing method and *cap* method on one cloth. The main design is waxed with *cap* and the batik maker adds details with *canting*. This batik is priced in the mid-range (Batik Winotosastro, 2010).

Batik in Indonesia is a cultural product influenced by various cultures. Adi Kusrianto (2013) in his book *Batik - Filosofi, Motif, dan Kegunaan (Batik-Philosophy, Motive, and its Function)* explains the history of Batik. More than 2000 years ago, Chinese migrated to Indonesia and sold their goods, including the Chinese Batik. Then the demand for batik kept increasing. From here "Indonesians" who had Chinese blood were starting to make batik. They blended the Chinese culture in batik. Similar to the Chinese, India also came to Indonesia to sell their goods. Indian's cloth Patola and Chintz (called Cinde in Java) inspired Indonesians. With regard to its influence on batik, Arab culture and Islam are also difficult to deny. While Arab's culture did not give much influence on batik, Islam did. For Dutch, its early purpose to come to Indonesia is for trade, but then it made Indonesia its colony. Dutch in Indonesia also combined Dutch culture and Javanese culture to create batik cloth. In 8 March 1942, Dutch surrendered unconditionally to the Japanese. In Japanese era, batik makers were in trouble to seek the cloth material for batik. Then they create batik motif with complicated ornaments and *isen-isen* to retain employees to keep working. In this era, batik makers survived and introduced *Batik JawaHokokai* to the

Japanese (Kusrianto, 2013). In its future development, batik keeps growing and has various motifs and pattern influenced by either Indonesian culture or foreign cultures.

Batik is a national treasure of Indonesia, and recognized by UNESCO as the masterpieces of the oral and intangible heritage of humanity since October, 2nd 2009. It has thousand of motifs and patterns. Each pattern depends on characteristics and beliefs in each area. There are ten batik patterns that are very famous and popular in Indonesia. Those batik patterns are *Batik SekarJagad*, *Batik SidomuktiMagetan*, *Batik Kraton*, *Batik Jepara*, *Batik Solo*, *Batik Kawung*, *Batik Tasik*, *Batik Malang*, *Batik Pekalongan* and *Batik Mega Mendung*(Rosyadi, 2015). In addition, there are lots of batik patterns that are famous in several local regions.

C. Batik Philosophy

Beside foods, lothes are human primary needs. Sam Lloyd proposes the five basic functions of clothes. The first function of clothes is for protection. Clothes keep people safe from the things that surround them. The second is as a means of identification. Clothes someone wears can be a source of identity, that the person belongs to a specific group of people. The third is as a means of modesty. Some people believe that their body should be covered using clothes to express a particular belief. The fourth is as status marker. People can judge someone's position or social status by the way they dress. The last function of clothes is as adornment. People can express their uniqueness and creativity by wearing particular clothes (Lloyd, 2014). Lloyd also explains that some people also wear cloth for comfort, self-confidence, expressing personality, and identification with other people. Those functions and reasons are applicable to Batik as well.

Batik serves the basic function of clothes, that is, to protect the body from the weather. It is also a means of identification because batik can be the identity of a group. Those who wear certain kind of patterns are members of a certain group. Next, batik also has the function as a means of modesty because batik is used to cover part of the body. Batik also functions as status marker because batik can classify the social status of people. The last function of batik is as adornment. Nowadays some fashion stylists use batik as their material.

Javanese life system and beliefs are deeply embedded in Batik. A Javanese proverb says "*Ajining diri saka lati, ajining raga saka busana*" (Self-respect lies on words, body-respect lies on dresses). In other words, the Javanese gain respect from the others by the way they dress (Khassanah, 2015). In term of its motifs, batik motifs determine people based on their land ownership and social class. A study of batik in Kerek (Batik Lurik Craft) explains that batik motive can categorize the wearers. One of the batik motifs analyzed is Batik Lurik, patterned batik cloth produced from yarn weaving process (Batik Lurik Craft) which has various types (NiniTowok's Spinning Wheel). The types are *LurikTalenan*, *Lurik Kembangan* and *Batik Lurik* itself. *LurikTalenan* is an appropriate dress for the *bakalan*, the original Kerek people or recognized as the original owners of cultivated land. The patterns are limited to simple white and bright blue dotted lines in the warp -or to cross- hatches in the case of compound *ikat*

(headband), in which *ikat* (headband) yarns are used for both warp and weft. Warp *ikat* (headband) cloth is intended for men, whereas compound *ikat* (headband) cloth is for women. *Lurik Kembangan* has tiny floral motifs woven into it, *kembangan* itself means blossom in Javanese. This type of cloth is used by the men who are the owners of the most productive dry agricultural lands and their wives. *Batik lurik* is a hybrid of *lurik* and batik. The people of Kerek acknowledge it as their earliest decorative technique other than plain lurik weaving. In the past batik lurik may have been waxed using just a finely split piece of bamboo. In Kerek batik lurik is the appropriate dress for the *Kalang*, the people who consider themselves to be the descendants of the original forest inhabitants of the area even though they were forced long ago to settle in villages (Heringa, 2010). Batik also has a philosophical meaning based on the view of life as a local wisdom. The masters of batik produce batik design through the process of settling themselves through meditation to get the whispers of conscience, which is likened to receive revelation (Kusrianto, 2013).

The philosophy of batiks are lies on its color. The color of batik is not only brown, but it can be white, red, brown, blue, black and other color. According to Heringa in her *Nini Towok's Spinning Wheel*, the color of batik is one of the most important keys to understanding the messages. In coloring batik, people in Kerek using natural materials such as fruits and leaves. The colors used in Kerek batik are *putihan*, *bangrod*, *bangtegerang*, *biron*, *irengan*, *ungon*, and *pipitan*. People in Kerek believe that color in batik has a connection to the circle of life. *Putihan* batik cloth is white cloth with blue motif and pattern. *Putihan* cloth refers to regeneration or birth. When woman gives birth to her first child, her mother-in-law presents her with *putihan selendang* to use as sling to carry her baby. *Bangrod* cloth is white cloth with red motif and pattern. This cloth is associated with the beginnings or regeneration. This cloth is for junior status and it is seen as *selendang* for young women of marriageable age or for young father when he buries the afterbirth of a new baby near the back door of the house. *Pipitan* cloth is white cloth with two dye colors, one for red and one for blue. This cloth is suitable attire for the middle generation, most typically women with young children. *Bangtegerang* cloth is brown batik cloth with dark brown motif and pattern. It is used for the mother. *Biron* cloth is blue batik cloth with dark blue motif and pattern. This cloth is suitable for mother approaching middle age. The darkest of the Kerek Batik is *irengan*. *Irengan* cloth is black motif and pattern in blue ground dotted with black *coblosan*. This batik is used for the elderly women (Heringa, 2010). The discussions above will be a foundation for the analysis of the philosophy behind the original *penggeden* of Batik Bakaran.

METHODOLOGY

In collecting research data on the philosophy of *penggeden* of Batik Bakaran, the writer applied a qualitative method. Qualitative research consists of collecting data by using form, emerging questions to the informant to generate responses, gathering word or image data and collecting information from the individual (Creswell, 2003).

By using open-ended questions, the writer made the informants speak up their best words to express their knowledge about philosophy behind the *penggeden* of Batik Bakaran. In this research the writer conducted interviews and observations, took pictures and research notes to collect data. The writer also used “ethnographic” research to understand the informant’s knowledge about the philosophy of the motifs and patterns of Batik Bakaran. Ethnography research is where the researcher studies a cultural group in natural setting by collecting, describing, analyzing, and interpreting the behavior, beliefs, and language that develop over time (Creswell, 2003).

For this study, the writer interviewed three informants. The first informant is Mrs. A. She is the owner of Central Batik Tulis Bakaran store. She is also the chairman of UPPKS (*Usaha Peningkatan Pendapatan Keluarga Sejahtera/Family Welfare Income Improvement Unit*) “Putri Kota Garam” community. The second informant is Mrs. B. She is a batik maker. She has engaged in batik production for a long time and sold her batik works in her own house. The third one is Mr. C. He is the owner of Batik Tulis Asli Bakaran store. He also works as a teacher in one of Junior High Schools in Juwana. In order to understand the batik *penggeden* and its philosophy, the writer used the theories on chapter two about Batik Bakaran. In this research, the writer attempted to find out the *penggeden of Batik Bakaran* and its philosophical meaning.

RESULTS

In the beginning of this part, the writer conducts a brief review of Indonesian batik. People commonly believe that Batik is from Solo or Yogyakarta. Interestingly, one of the informants, Mrs. A, claims that Indonesian Batik is originally from Juwana. The informant supports her claim by presenting a historical fact. She points out the existence of a big harbor near Bakaran where people from other cities and even other countries could use as a transit place. This harbor makes Bakaran the center of trading place. As proof, Mrs A puts forward the patterns of Batik Bakaran which she claims to be more varied than batik from other regions. As mentioned in the introduction, women from Bakaran village learnt how to make batik from Nyi Banowati, a descendent of Majapahit royal family, who wanted Bakaran women to engage in productive activities. Earlier, batik was only developed around Bakaran. Later, as Mrs A explains, when a King from *Keraton Surakarta* (Solo Palace) and *Keraton Yogyakarta* (Yogyakarta Palace) learnt about Nyi Banowati and Bakaran women’s batik, he asked his servants to come to Bakaran village and learnt how to make batik. When the servants returned to the palaces, they did not only share their knowledge of making batik to other people who live at the palace, but they also developed the basic patterns of Bakaran batik. As a result, some of batik Solo and batik Yogyakarta patterns still share some similarities to Batik Bakaran. The similar patterns are *kawung sari* (it is called *kawungin* Solo and Yogyakarta), *ladrang* (it is called *parang* in Solo and Yogyakarta), *padas* (it is called *sekarjagatin* Solo and Yogyakarta), and some other patterns with similar shape which the informant claimed to exist but could not be

named. For the informant, Batik Solo and Batik Yogyakarta are more well-known than Batik Bakaran due to the existence of palaces in the regions. Palaces give more access and power to introduce batik to the people. Batik Bakaran itself only presents three colors, those are, black, brown and white. In term of size, Batik Bakaran has 2.25 meters length and 1.17 meters width.

As mentioned, *Penggeden* is the biggest motif on batik. It is also called ornament of the batik. *Penggeden* on Batik Bakaran has abstract shapes. Usually the batik makers rely on their creativity to adjust the shape of *penggeden* with the pattern of the batik. In addition to functioning as the ornament to make the batik patterns more attractive, *penggeden* also shares philosophy that need to be recognized by the batik consumer. From the interview, the writer finds out that Batik Bakaran has five original *penggeden*, namely, *Lung – Lungan*, *Buketan*, *Merak*, *Urang*, and *Bandeng*.

A. *Lung – Lungan*

Lung – lungan is plant-shaped ornament. The other name for *lung- lungan* is *semen*. The word *semen* is derived from the word “semi” (*bersemi*) which means “blossom” in English. As implied in the name, this ornament includes all parts of the plants in the shapes of plant buds, leaves, flowers, short stalks or long stalks, and also stalks that have tendrils.

The philosophy of *lung- lungan* itself is plant buds, leaves on the twigs and the flower of vines. This ornament is also combined with animals or birds. *Lung- lungan* can be classified into three categories: those only containing flowers and leaves, those containing plants combined with animals, and those containing plants combined with *lar* (half of garuda’s wings) or *sawat* (garuda’s wings complete with its tail) (Kusrianto, 2013).

On its philosophical meaning, this *penggeden* expresses the hope that the life of the wearer can grow and thrive to be better (Batik Sekar Kedhaton, 2014). This *penggeden* can be used in the entire Batik Bakaran original pattern except on batik *liris* and batik *padas*. Figure 1 shows the motif of *lung- lungan*:

Figure 1:
Lung Lungan



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B. *Buketan*

The word *buketan* itself comes from the French *bouquet* which means flower arrangement. This *penggeden* contains a bunch of flowers. It is usually combined with butterflies or birds.

Figure 2:
Buketan on Sido Mukti Pattern

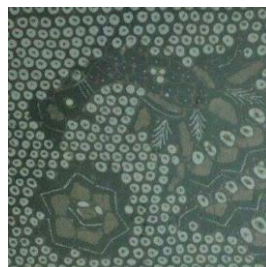


This ornament is influenced by merchant traders from China who came to Indonesia. This ornament is growing rapidly on colonialism era, especially when Dutch came to Indonesia (BatikDan, 2013). According to ZahirWidadi, *buketan* ornament contains the philosophy of happiness, cheerfulness, beauty, tenderness and purity. This *penggeden* symbolizes a hope for the wearers to always look cheerful and happy (radarpekalongan.com, 2017). A lot of original Batik Bakaran patterns use *buketan* as *penggeden*. This *penggeden* is very popular in modern Batik Bakaran patterns.

C. *Merak*

Merak refers to a kind of bird, or peacock. This kind of bird has beautiful and colorful feather. *Penggeden Merak* is shaped in abstract way, presenting the bird's full body, from its head to its claw.

Figure 3:
Merak on Gringsing Putih Pattern



According to Adi Kusrianto, *merak* ornament is used to symbolize holiness, sanctity, and the image of the world above since peacock is believed to become the transportation of the gods (Kusrianto, 2013). This *penggeden* can be used in every

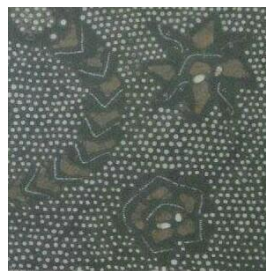
original Batik Bakaran except on batik *liris* and batik *padas* by adjusting the patterns based on the creativity of the batik maker.

D. *Urang*

In English *Urang* means shrimp. Shrimp is very close to Bakaran people's life since many people on this area have shrimp ponds. In Bakaran, shrimps are usually processed into shrimp paste. The taste and quality of Bakaran's shrimp paste is better than other regional shrimp paste because of its materials and the production process (Kabar Pati, 2014).

Shrimp can be one of *penggeden* of original Batik Bakaran because it is close to the villager's life. It symbolizes pleasure and help for the villager's economic life. *Penggedenurang* is usually combined with *kipas* (fan). People usually call it *kipas urang*.

Figure 4:
Urang on Kedele Kecer Pattern



E. *Bandeng*

Bandeng is a kind of fish, or milkfish in English. Beside shrimp, *bandeng* is also very popular in Juwana. Many Bakaran people also cultivate *bandeng* on their fishponds. They usually process it into *bandeng presto* (soft spines milkfish). Besides processing it into *bandeng presto*, *bandeng* can also be processed into delicious foods which are nutritious for the body.

Figure 5:
Bandengon Manggar Pattern



Processing *bandeng* into food takes time. If the *bandeng* is not properly processed, it will leave many tiny, hard bones so it is difficult to enjoy the eating. If it is processed to long, the fish is also not good because it is too soft and the taste is not delicious

anymore. This fact of bandeng processing teaches people of how they have to manage their life. Life without proper management only brings problem and discomfort (Roestandi, 2011). Like *Urang* (shrimp), *Bandeng* (milkfish) is also close to the villager's life. This *penggeden* can also be used in every original Batik Bakaran except on batik *liris* and batik *padas* depending on the creativity of the batik maker.

CONCLUSION

The result of this study shows that Batik Bakaran originates from and is produced in Bakaran Village, Juwana, Central Java. Batik Bakaran is less well-known than Batik Solo and Batik Yogyakarta, because Batik Bakaran is only produced in Bakaran Village and has not widely-spread yet. What makes it different from other batiks is its color and cracks made from *soga saren* (coloring material only used in Batik Bakaran). The writer found five *penggeden* of Batik Bakaran. Those *penggeden* are *Lung-Lungan*, *Buketan*, *Merak*, *Urang* and *Bandeng*. The information about Batik Bakaran is obtained from interviews with Batik Bakaran makers and shop owners.

The original Batik Bakaran *penggeden* have their own story and philosophy. The *buketan*, for example, expresses the philosophy of happiness, cheerfulness, beauty, tenderness and purity. Most of the batik *penggedens* are handed down through generation, especially among the family members. They are preserved by the people because the Batik production is considered as a family legacy. The batik makers want to keep the uniqueness of Batik Bakaran. The interviews also disclose that the batik makers learn about the Batik Bakaran *penggeden* and their philosophical meanings from oral tradition. However, some also recognize that books, online media, and meetings organized by district officials are additional sources of their learning about batik.

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Contextual Implication of Ruckert's Ecocriticism in Figuring out Minahasa and Manado Society's Environmental Awareness

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Abstract: The objective of this writing is to expose the contextual implication of Ruckert's ecocriticism in figuring out the environmental awareness of Minahasanese and Manadonese in the context of Cooper's ecological concept in *The Leatherstocking Tales*. It is an ethnographical study applying William Ruckert's theory of literature that promotes a significant power in attaining the society's sustainable life. Ruckert sees the power hidden in every works of literature. The argumentation is derived from ecological theory that regards all things in the universe interrelated. A work of literature according to him hides a power that is essential to help realizing the sustainable life, to help the world when the work is understood well. It is the responsible of the literaturists to figure out the messages, the voice in it, and the real power to be contributed to the society. Ruckert considers that the society where the idea in a work of literature comes is interrelated to writer, to work, to critics, to teachers and to researchers. It is from this concept, the research comes to be applied in formulating the society's environmental awareness, understanding James Fenimore Cooper's ecological concept in *The Leatherstocking Tales* as a hierarchy of love, respect, wisdom and justice. The intellectual documents hidden in works of literature applied to reveal the society of Manado and Minahasa's environmental awareness. The application of Ruckert's theory in investigating the power as in *The Leatherstocking Tales* explains that Minahasa and Manado society are not aware yet about the importance of maintaining their environment as mentioned by Cooper.

Key words: Contextual implication, Ruckert's ecocriticism. Cooper's ecological concept, Environmental awareness, Minahasa and Manado Society

Abstrak: Tujuan dari penulisan ini adalah untuk mengungkapkan implikasi kontekstual dari ekokritik Ruckert untuk mengetahui kesadaran lingkungan masyarakat Minahasa dan Manado dalam konteks konsep Ekologis Cooper dalam karya *Leatherstocking*. Ini adalah studi etnografi yang menggunakan teori sastra ekologi William Ruckert yang mempromosikan kekuatan signifikan dalam mencapai kehidupan berkelanjutan dari masyarakat. Ruckert melihat kekuatan tersembunyi dalam setiap karya sastra. Argumentasi tersebut berasal dari teori ekologi yang menganggap semua hal di alam semesta saling terkait. Sebuah karya

*sastra menurutnya menyembunyikan kekuatan yang penting untuk membantu mewujudkan kehidupan yang berkelanjutan, untuk membantu dunia ketika dipahami dengan baik. Adalah tanggung jawab para ahli sastra untuk mengetahui pesan, suara di dalamnya, dan kekuatan sesungguhnya untuk diberikan kepada masyarakat. Ruckert menganggap bahwa masyarakat yang digambarkan serta ide yang digambarkan dalam karya sastra hadir saling terkait dengan penulis, pekerjaan, kritikus, guru dan peneliti. Dari konsep ini, penelitian ini mulai diterapkan dalam merumuskan kesadaran lingkungan masyarakat, memahami konsep ekologis James Fenimore Cooper dalam *The Leatherstocking Tales* sebagai suatu hirarki cinta, penghormatan, kebijaksanaan dan keadilan. Dokumen-dokumen intelektual yang disembunyikan dalam karya sastra diterapkan untuk mengungkap kesadaran lingkungan masyarakat Manado dan Minahasa. Penerapan teori Ruckert dalam menyelidiki kekuatan seperti dalam *The Leatherstocking Tales* menjelaskan bahwa masyarakat Minahasa dan Manado belum mengetahui pentingnya menjaga lingkungan mereka seperti yang ditunjuk oleh Cooper*

Kata kunci: Implikasi kontekstual, ekokritik Ruckert. Konsep ekologi Cooper, kesadaran lingkungan masyarakat Minahasa dan Manado

INTRODUCTION

Being discouraged by the imputation against literature as having less contribution to mankind and the environment in term of fictional and imaginative product, the 'literatures' are challenged to answer accurately, and of course ideally with an innovation to show the direct usefulness of all of the literary works to the life on earth. Ruckert as shown in this research is considered great for his success in explaining the potency of literary work to directly be applied in field study. Ruckert has shown the power of literature that directly brings the significance of it in the society life as applying it to understand Minahasa and Manado city terms of their environmental awareness.

Manado is a city area and it is the capital of North Sulawesi Province. The city has a rapid development both population development, economy, infrastructure and public housing development. In January 2014, the city was struck by an extraordinary flood disaster that was suspected as a result of the environmental destruction in the city and surrounding areas caused by the dredging of Tondano Lake, Tondano riverside, functional areas, priorities Community life as well as people's habit of littering their surroundings. The state of the physical environment and the spirit of the community are the indicators that raise doubts about environmental awareness of the community. Minahasan community has also contributed to the emergence of such flash floods when it was connected with the silting of Tondano Lake which is the source of water and so life of Manado community. The phenomenon of environmental awareness of the society is the reality that determines the viability of life and so it needs to be scientifically formulated as evidence to be contributed to the policy implemented by government in North Sulawesi and also to become an important issue to be considered by educational and religious institutions as the

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mainstay of community morality as it is stated in RI's Law. 32 About PPLH of 2009. It is the mainstay of law that is considered sufficient to oversee the attitude and behavior of society to the environment.

Global warming that becomes global environmental issue today has a huge adverse effect on human life. It has been caused by human activities in obtaining life on earth (Kirby, 2009: 14). This suggests that the determinants of environmental safety are human. Thus, the prevention can be done when humans have the awareness of protecting environment to prevent damage or environmental destruction and so sustainable life can be maintained.

James Fenimore Cooper, one of the America's authors (1823-1841) has written his literary works that are put in a seri "The Leatherstocking Tales". It consists of 5 sequential stories. Inside, there is the concept of ecology in which there is a series of thoughts on the importance of preserving the environment and his view to preserve the sustainability. Cooper was a visionary writer when he gave birth to his literary work on the importance of preserving the environment long before environmental issues emerged in the present and long before the American environmental law was born in September 1964. The first important concept of environmental preservation of Cooper on the respect of the rights of life of flora, fauna, and man is followed by wisdom and justice that need to be guarded by morals and laws. The concept of the environment in the tales can be a reference for formulating environmental awareness of the community in Manado and Minahasa.

Environmental problems such as flood caused more by the mistakes and even ignorance of the public in which of less giving attention to the environment is the starting point of the assumption of this research that the need for a clear and detailed formulation of the community's perspective to understand clearly the cause of attitudes and behavior of the society to the environment.

LITERATURE REVIEW

In the 1945 Constitution of the Republic of Indonesia, Article 28H states that a good and healthy environment is the basic right of every Indonesian citizen. Similarly, the national economic development based on the 1945 Constitution of the State, should be implemented with the principle of sustainable development and environmentally sound. The diminishing quality of the environment has threatened the survival of human life and other living creatures, so there needs to be a genuine and consistent protection and environmental management by all stakeholders. Now the symptoms of global warming more real that further exacerbate the quality of the environment (Consideran UUD RI No.32 Year 2009).

Data compiled by the World Bank in the 2009 Indonesian Environment Analysis Report entitled "Investing for a More Sustainable Indonesia" provides an overview of the public perceptions of the environment revealed in 3 categories; Public portraits, national portraits, and local portraits. This categorization is derived from

searches through the internet and through various organizations, as well as visits to the KLH library which were obtained from a total of 24 surveys, from 1998 to 2007. For the general portrait category, it is clear that the Indonesian people have not put the environment as an important or not a top priority, so does not give an explanation that the people of Indonesia do not care at all to the environment. In the national portrait described that the people of Indonesia mentioned that the river, the air and the city has been polluted. The local portrait explains that the local community can give an opinion on the environmental or natural resource issues raised. Another important point in this report is that political participation and personal action are also limited. The community's attend to the environment according to the survey in this report lies in water (pollution, floods, drought), cities (cleanliness, solid waste, air quality), and forests (forest degradation, forest fires, illegal logging). Reports that have been prepared by the World Bank is still assessed by it is not based on complete data so it can be understood that the analysis of the environment still needs to be explored. Furthermore, in the report it was revealed that government programs are in line with community concerns although the report mentions that environmental awareness and natural resources are still limited (World Bank Report No. 50762, pp. 44-47).

In the research report conducted by the World Bank above also describes the key partners for communication and awareness consisting of 4 elements of the mass media, civil society groups, legislative bodies and religious institutions. In the mass media for environmental awareness still get a small portion and emphasis, Defeated by the social, political, economic and entertainment areas. While civil society groups are still more preoccupy with legitimacy and financial issues. The legislative body has not focused on environmental issues other than confiscated by personal interests as well as clashing with intellectual support, In the end will also return to any personal awareness to pay attention to the environment. And the last of the religious institutions through interviews conducted, understand that religious institutions can be the last guard of environmental destruction activities (p. 48).

Dyah Puspendari in Journal of Innovative Education Volume 4 No. 1, September 2008, p. 28-30 has found that to increase the students' environmental awareness there needs to be observation and understanding of the problem directly to the natural objects. Endang Tri Margianti in his research entitled "The Effect of Environmental Awareness on Green Product purchasing power: Study of the Muhamadiyah Surakarta University Students"(year?) in the publication text found that without the influence of environmental awareness the intention to buy green products remains good, and any increase in environmental awareness, It will increase purchasing intentions towards green products. Environmental awareness variables significantly influence the intention of buying green products.

The survey was conducted in North Sulawesi together with East Kalimantan in "Knowledge, Attitudes, and Practice (KAP) Survey Report-North Sulawesi and East Kalimantan" implemented by Natural Resources Management Project (USAID) with sample size of 2,000 respondents from 2 provinces (East Kalimantan and North Sulawesi) showed that 30% of respondents in both provinces expressed concerns

about pollution (water / river) pollution in general, forests and land (World Bank Report No. 50762, p. 45).

Research conducted by prof. Rusli H. Lutan, et al. (2009), it was found that education through outdoors to increase students' environmental awareness was ineffective. The preliminary study of references set forth in the literature review forms an understanding of the importance of environmental awareness of the community to prevent environmental damage such as the results of research conducted by Endang Tri Margianti. The research indicates that environmental awareness determines human actions and activities. And the research from Dyah Puspandari gives an understanding that learning from the environment directly is effective in growing environmental awareness so that the object of this study is on the research of community environmental awareness even though the research results from Prof. Rusli H, Lutan, et al. That education through the open environment to increase environmental awareness is ineffective. These two different findings give positive energy to the urgency of this research that seeks to find a texture of a deep-seated community perspective on the environment assumed to be gained through direct involvement of researchers obtained through observation and participation or direct involvement with the lives of targeted communities. The results of the study / survey of the World Bank on the awareness of the quantitatively assessed community has not touched the deep texture of thought of the community regarding their environment reinforce the feasibility of this research.

The ecological concept of James Fenimore Cooper from the research of Ceisy Nita Wuntu (2015) is considered to be able to delve deep texture from the perspective of society to the environment when its ecological concept is born from Christian teachings arising from compassion toward living creatures that foster their love for life which need to be preserved as the source of life itself. The concept in his work "The Leatherstocking Tales" is in the form of a hierarchy that begins with an appreciation emerging from "compassion", respect, wisdom and fairness in action. Greg Garrard (1998) in his book *Ecocriticism* has also stated that environmental issues can be overcome by morals and politics. Institutions that can maintain community morale are readily available with educational institutions, and religion, as well as with existing legal instruments. But the environmental problems globally in general and in particular that often occur in the city of Manado such as the great flood questioned the devices and the implementation of environmental policies. It also gives meaning to this research.

METHODOLOGY

This research consists of 2 stages to formulate the awareness of community on environment. The first stage will be done in the first year; it will be examined about attitudes and behavior of the society to the scope of the area closest to each individual that is about cleanliness and health. These variables are considered fundamental that can illustrate the concern and awareness of the community towards greater things such

as the concern for the future and sustainable living including the disasters caused by their attitudes and behavior towards the environment. The second stage will be done in the second year in which will be focused on the attitudes and behavior of the community to a larger area of scope such as dichotomy of needs and sustainability of life.

The method applied in this research is qualitative-descriptive method. The data will be collected by "participatory observation" method so that the instrument is the researcher herself. The data collected will be based on the ecological concept of James Fenimore Cooper in the series of "The Leatherstocking Tales". Cooper understands that environmental awareness will be understood through the love, respect, wisdom, and justice of a person backed by the law and morals. Fundamentally this of Cooper's concept is derived from the question of American society's appreciation to the flora, fauna, and the Indians in America's abundance in the eighteenth to mid-nineteenth centuries like that in Cooper's "The Leatherstocking Tales". The formulation of the concept is obtained by applying a theory that prioritizes the protection of the living rights of living creatures such as those proposed by William Ruckert supported by Barry Commoner's ecological theory that "Everything is connected to everything else" (Rueckert in Glotfelty & Fromn, 1996, p. 108).

The involvement of attitudes and attitudes toward the urban environment of Manado and the Minahasa district community which caused the frequent flood disaster in Manado and which was extraordinary in January 2014 will be the starting point to be developed. It is now to detect and formulate the attitude and behavior of the real people towards Environment amid the legal and moral tools available under Cooper's ecologic concept; love followed by respect, wisdom and justice guarded by the legal instruments and moral tools, following Ruckert's theory of ecocriticism that challenges the real significance of literary criticism on environment. The research question is formulated as 1). How does the society define the environment and environmental objects that exist around them are related to their basic needs such as cleanliness and health?, 2) What extent the community's consistency between ideas/perception and actions (obtained through observation) on their love, respect, wisdom and justice to their environment?, 3) What is the community's perception on law enforcement in relation to their attitude and behavior towards environment?, and 4) What is the community's perception on moral convention in relation to their attitudes and behavior towards environment?.

RESULTS

Minahasa and Manado Community's Perception on Environment

Public understanding of environmental health will prevent them from life-threatening diseases. There are two parts of discussion here; about public awareness on hygiene and public awareness on health. Although these two parts cannot be separated, the discussion will be done respectively. Health is about the healthy state of a person who cannot be separated by its processing of the environment to get the

healthy state. A person will really be healthy if he is in a healthy environment. Environmental health according to WHO that was initiated at a meeting of members from Europe in 1993 is:

Environmental health comprises of those aspects of human health, including quality of life, that are determined by physical, biological, social and psychosocial factors in the environment. It also refers to the theory and practice of assessing, correcting and preventing those factors in the environment that can potentially affect adversely the health of present and future generations. (p. 3)

The environmental health of this definition includes the health of every human or individual influenced by the environment such as the quality of life determined by the physical, biological, social, and psychosocial factors present in the environment that will then affect the present generation and future generations. The following lessons will be limited by the public's understanding of the importance of their environment to their health.

A. Cleanliness

In the above definition illustrates that cleanliness in maintaining a healthy environment consists of physical hygiene, biological, social, and psychosocial. In this study will only be limited to a narrower physical and biological hygiene to the physical environment close to life i.e. home, workplace, or physical environment wherever he is, the extent to which a person can maintain the cleanliness of his physical environment, even with biological cleanliness that is close to everyday life such as the living creatures that exist around like plants, animals, including microorganisms that exist around it that can affect his health.

The people's attention to the problems faced by some people of Manado in every rainy season, especially the disaster that hit Manado city that is 'banjir bandang' in 2014, this research is limited to Minahasa people directly related to the flood-disaster in Tondano City, and flood -the flood in Manado. These communities are the object of this research is that the large communities have an impact on the floods such as farmers in Tondano, Tondano Pante (Iembean mountains), people in the coast of Tondano lake, the people of Touliang Oki, Ranomerut, Tandengan, Eris, Watumea, Telun, Tasuka, Kaweng, Kakas, Remboken, Urongo, Peleloan, Tounsaru and communities on the banks of the Tondano river, and the people of Manado city that also contributed to such disasters such as the conversion of land into housing -home and the people of Manado located on the banks of the Tondano river.

Community awareness of the environment can be seen from the extent to which they maintain their hygiene and health. Maintaining hygiene and health is a principle that can represent the love or concern of the community to the environment that is already physically further away from them. Minahasa and Manado communities have a fairly high quality self-hygiene concept. This is evident from their way and understanding of how they clean themselves. They generally realize the importance of personal hygiene associated with health. When they clean their bodies or bathe, they

will do well and they acknowledge that it is done to remove the dirt cling to the body so as to obtain good health and to obtain freshness from fatigue when the day is hot.

Referring to the application of the ecological concept of Cooper which to measure the concern of this society to the environment that is limited to them and the environment closest to them is their place of residence, this society has a texture that lacks loving personal hygiene as measured by discipline or from their frequency to cleanse the body. Loving personal hygiene will give priority to self-cleaning before doing various activities. This is judged differently by understanding people who have office work. These peoples have a higher concern to care for themselves and clean up their bodies guided by their status as office workers.

These peoples have a higher concern to care for themselves and clean up their bodies guided by their status as office workers. Their discipline to clean the body every morning is influenced by their demands that they should be clean when they are going to work. The public's love of personal hygiene is indicated by the frequency and regularity in giving priority to self-cleaning. Most commonly encountered is good self-cleaning by arguing that personal hygiene is important but action is done irregularly and not given priority. Bathing and cleaning the body is an activity that will be done when will perform activities outside the home. It is rare to find those who do the routine at predetermined times with the motivation to maintain personal hygiene. Mandipun done by the community in the heat, get fresh, and to be able to sleep soundly. Loving the environment including loving body hygiene is the first priority when the most important human champion is himself. The love of self-cleaning is a reflection of his treatment of the following hierarchy such as the appreciation, wisdom, and justice put forward by Cooper. Being wise and fair to the state of personal hygiene should begin with loving the cleanliness of the body / self.

Cleanliness is also important is the cleanliness of the environment such as houses, yards, villages, districts, districts, provinces and countries. But this time the discussion highlighted the cleanliness in every home in the community, village / *kelurahan*, sub-district to the district. Clean living is an important factor in sustaining life. In addition to personal hygiene that supports the health of every human being to survive and can do good for life and neighbor, cleanliness of the environment where life will be able to support the sustainability of life. Garbage discharged can carelessly block the course of water, resulting in flooding. Throwing garbage carelessly as some community in the riverbed Tondano can damage marine biota, especially in the bay of Manado and destroy marine parks in Bunaken protected.

Observing people's concern for cleanliness in their smallest neighborhood, they generally have the same attitude when they will clean their bodies. Most people will clean their homes when there will be guests or there is a collection or worship in their homes. House cleaning activities; Bedroom, living room, kitchen and bathroom are generally not done routinely. One indicator of love for environmental hygiene is frequent and regular frequency, not because it will be visited by guests.

The extroverted, sociable, joyful, open-minded, and open-minded culture of the Minahasa and Manado communities has contributed or is one of the causes of this apathetic attitude towards environmental hygiene. This public attitude that is not hidden and concealed to show the situation as it is also allows public attitudes toward cleanliness. This community is more concerned with 'human relationship'. Hygiene is not a mainstay in interacting with the community but how to establish the relationship itself, so that a 'full brighter' that once came to our university was still called IKIP said that people who he met in Minahasa and Manado 'are very social'. This expression can also justify that the Minahasa and Manado people will always exist. In 2012, North Sulawesi Province received the second rank of Human Development Index (Human Development Index) following Jakarta. Here is a list of 10 Provinces with the highest HDI:

1. DKI Jakarta (0.776)
2. North Sulawesi (0.761)
3. Riau (0.760)
4. DI Yogyakarta (0.757)
5. East Kalimantan (0.756)
6. Riau Islands (0.751)
7. Central Kalimantan (0.746)
8. North Sumatra (0.742)
9. West Sumatra (0.738)
10. South Sumatra (0.729)

(http://www.kompasiana.com/agungsoed/10-provinsi-with-index-Development-man-highest_551b5990813311e2169de5a3).

The Minahasa and Manado people will always fight for their existence among themselves. The environmental hygiene of the residence such as the home page, neighborhoods between neighborhoods, RT / RW or equivalent tend to maintain their social status from health reasons such as going to visit, or the arrival of guests, or ordered to be cleaned for example there is a festival day.

It is not uncommon in the home community found a neat yard but not infrequently have a kitchen and a bathroom that is less clean as found in a house filled with dust. Following Cooper's ecological hierarchy, it is understood that loving the environment including hygiene is routine hygiene, and cleanliness is maintained. In the midst of people's busyness, they can be wise to divide the time, set aside time to clean it up, so that the community can participate actively keep what it needs so that it can be said to treat fairly between the environments with him. And the wretched thing is when people want a clean place but do nothing, then this can be said to be unfair.

B. Health

Health is the most basic thing in a person's life. How and to what extent the Minahasa and Manado people are watching or fighting for their health is the focus of discussion in this section which refers to the ideal idea that Cooper society needs to do. To ask anyone the question of desire to want health, surely the answer to be

obtained is 'yes' all want to be healthy. So it is with the answers of all the people encountered in this area. In the daily life of Minahasa and Manado communities, there are still quite a lot of people who live a life of concern, who walk and live like a continuous 'train' smoking, both men and women whereas smoking is an unhealthy activity or hobby.

When asked why it's done the answer is because it can be fun, and some seem to want to be recognized as being male or 'masculine, brave and' up to date '. Though smoking is consider as a destructive activity that is wasted in addition to the body is also an activity that spends money, because the burned must be purchased. Smoking in addition to self-destructive, it can also damage the people who do not smoke in our environment.

Choosing foods to eat is an important thing that can be done. Community attitudes that are faced with inedible foods are also considered important. The attitude of the community in this community regarding the selection of food is generally good. But there are societies that have the circumstance that they choose they cannot so that the daily meal is always super noodles and eggs. If it speaks to the poor who cannot afford food, it is the responsibility of the government as in Article 34 paragraph 1 of the Constitution states that the poor and abandoned children are kept by the state. Being careful to maintain cleanliness for health is also overlooked, such as the cleanliness of the bedroom and the tools that will be used for eating. Healthy situation is still very less attention to the community.

Concerning healthy food to be eaten, as has been described above that culturally Minahasa and Manado people are more likely to get public recognition of its greatness, so sometimes the issue of whether the quality of food is healthy or not the attention of number 2 follows their desire to pay more attention to the appearance as more concerned about what to wear instead of eating what food or (healthy food), so there is a saying that has a negative connotation that 'despite losing rice, as long as no less action' This expression explains how health can be the number 2 priority.

C. The community, law enforcement, and moral convention

Greg Garrard says that concern for environmental concerns can be overcome by morals and politics. Politically, the government has provided legal and regulatory tools to protect the environment such as Law no. 32 of 2009 and other rules in more detail and detail. But the fact that these laws and regulations are available cannot make people aware of their living environment, even their health. Communities found to throw garbage out of place often argue that nobody sees or controls it. While the other waste disposal argue that forest and grass. Children of elementary, junior high and even they often throw garbage carelessly so that the streets are not uncommon the waste paper, plastics, mineral water bottles, plastics packaging snacks children etc. The actions of these schoolchildren can provide an explanation of the role of teachers and parents in educating and instilling the values of environmental love. Teachers are the spearhead of the government, the government's hope to straighten and cultivate environmental awareness of their children. Tuapun is one who is most responsible for

the growth and future of the children because there is a role to fight for the good lives of the children. The seriousness of the 'goalkeeper' that the government to watch and crack down still looks very less. This issue for the government is still considered not so important that it should be directly addressed as if facing other community violations such as stealing or robbing. The scattered garbage has not been made a serious problem by the government. Serious scrutiny has not touched a society that is out of reach as in the villages. Most of the community members are not yet aware of the most important environmental principles regarding the relationship of each environmental element that is closely intertwined with one another and even the government that has not been able to provide excellent service signifies their lack of understanding of the attachment of all elements of the environment. Environmental education and campaigns on hygiene and health and environmental preservation need to be pursued and carried out continuously to obtain 'sustainable life'.

The moral tools available within the community of jam educational institutions, are also religious institutions. In the community that became the object of this study there are several religious groups that all teach about faith that accommodates the understanding of environmental love to maintain the sustainability of human life. Examples of themes and sub-themes of the majority religious groups in Minahasa and Manado are Protestant Christians GMIM (Gereja Masehi Injili di Minahasa) and Unity of churches in Indonesia (PGI) Theme "The Lord lifteth us up from the deep" (Ps 71: 20b) Sub theme "In Solidarity with Our Nation Children Still Practice Pancasila Values To Tackle Poverty, Injustice, Radicalism, and Environmental Destruction". Ward off explicitly written environmental destruction. The theme and sub theme is complete can guard the community's environmental awareness when the purpose contained therein is truly appreciated. The religious institutions in this area reach the community up to the neighborhood level (RT and RW) in GMIM (at the column level), this should be able to solve environmental problems in terms of hygiene and health.

CONCLUSION

The environmental awareness of Minahasa and Manado Communities following James Fenimore Cooper's ecological hierarchy of "love, respect, wisdom and justice" has not been maximized, still far from being expected. Communities pay more attention to cleanliness temporarily for social purposes such as when to receive a visit, so even with their awareness of the health obtained through food is more influenced by social status that accompanies the selection of food rather than following the benefits in principle that will be obtained from the act of maintaining cleanliness and health. The synergy of the available legal and moral tools needs to be encouraged 'injected' with the energy of ongoing evaluation and control to generate public awareness. Environmental education in every level of education needs to be intensified and campaigns need to be done to cultivate an individual's environmental awareness.

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The Effectiveness of Learning Model based on Digital Story Telling to Develop Student's Emotional Intelligence

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Abstract: Emotional intelligence has an important role for the success of children in the future because having a good emotional intelligence will make the child becomes someone who is able to cope with all situations and conditions in his life. Story telling is a story that is spoken by word of mouth in the hope that the child can reap the virtues of the story. But today, along with the rapid development of digital technology, today's children view stories as ancient. Selection of digital-based tale model is chosen to improve the development of children's emotional intelligence because through this method is expected to transmit knowledge and instill noble virtuous values effectively and the children receive with pleasure. This study was an experimental research with true experimental design, which aimed at describing the effectiveness of digital storytelling on students' emotional intelligence. The object of this research was students at third and fourth of elementary school. This research conducted in two elementary schools in Tegal regency. The collecting data techniques were observation and questionnaire. Hypothesis testing used was t-test. The research instruments were tested by validity and reliability test. It is concluded that digital storytelling is effective as a learning model to improve students' emotional intelligence. The suggestion for future research is to investigate the effectiveness of digital storytelling towards children language acquisition especially for EFL learners.

Key words: Learning Model, Digital Storytelling, Emotional Intelligence, Young Learner

Abstrak: Kecerdasan emosi memiliki peran penting bagi keberhasilan anak dalam mengatasi segala situasi dan kondisi dalam hidupnya. Dongeng adalah cerita yang diucapkan dari mulut ke mulut dengan harapan anak bisa menuai kebajikan dari cerita. Seiring dengan pesatnya perkembangan teknologi digital, anak-anak saat ini menganggap dongeng sebagai cerita-cerita kuno. Pemilihan model dongeng berbasis digital dipilih untuk memperbaiki perkembangan kecerdasan emosi anak. Melalui metode ini diharapkan bisa mentransmisikan pengetahuan dan menanamkan nilai-nilai kebajikan yang mulia. Penelitian ini merupakan penelitian eksperimental yang bertujuan untuk mendeskripsikan efektifitas dongeng digital terhadap kecerdasan emosional siswa. Objek penelitian ini adalah siswa sekolah dasar kelas tiga dan empat. Penelitian ini dilakukan di dua sekolah dasar di Kabupaten Tegal. Teknik pengumpulan data berupa observasi dan kuesioner. Uji hipotesis yang

digunakan adalah uji-t. Instrumen penelitian diuji dengan uji validitas dan reliabilitas. Disimpulkan bahwa dongeng digital efektif sebagai model pembelajaran untuk meningkatkan kecerdasan emosi siswa. Saran untuk penelitian selanjutnya adalah untuk mengetahui keefektifan dongeng digital terhadap pemerolehan bahasa pada anak terutama bagi peserta didik yang menggunakan bahasa Inggris sebagai bahasa asing.

Kata kunci: Model pembelajaran, dongeng berbasis digital, kecerdasan emosional, pembelajar muda

INTRODUCTION

The life of primary school children today is increasingly worrying. In this era of technological advancement, children are presented with the impressions that are full of exploitation and the tendency of commercial interests either through television media or through digital media (internet). These impressions often show events of violence and disappointment that reflect the emotional atmosphere and moral fragility in society. Flynn (1999) discovered that IQ scores increased from one generation to the next for all of the countries, but ironically while the children are getting smarter, their emotional skills are sharply declining (Subyantoro, 2007). Emotional intelligence has an important role for the success of children in the future because having a good emotional intelligence will make the child into someone who is able to overcome all the situations and conditions in his life. Emotional intelligence is the ability to sense, understand and effectively establish emotional power and sensitivity as a source of human energy, information, connections and influences (Shapiro, 1998). A child who has a high emotional intelligence will be able to deal with issues related to everyday life and able to manage emotions well. One means of developing children's emotional intelligence is through the storytelling because it can be as a learning method to create personality and morality of early childhood (Staden & Watson, 2007) and Sanchez, Zam, & Lambert (2009) have proven that storytelling is an effective strategy in teaching character education and their research reveals that the main power of storytelling strategy is to connect stimuli through character depictions. Storytelling has the potential to strengthen imagination, humanize individuals, improve empathy and understanding, strengthen values and ethics, and stimulate critical / creative thinking processes. According to Borba (2001) the tale of a virtue will bring positive change in the world of children because it will help the child understand the power of the virtue and make them think that they can do something for the world.

Collin in (Isbell, Sobol, Lindauer, & Lowrance, 2004) affirms that storytelling has many uses in the child's primary education. He concludes that storytelling provide a conceptual framework for thinking, which causes children to form an overall experience that they can understand. Storytelling cause them to map mentally experiences and see images inside their heads, tell traditional tales to provide children with a language model and thoughts that they can imitate. According to King & Down (2001) storytelling gives nonthreatening mirror, which mean that people who enjoy storytelling will be able to look within themselves (reflect) and recognize themselves

better through the experience given in the story, without having to experience it in real terms. They also say that through non-threatening mirrors people can reinterpret the experience and gain a clearer understanding of what their experience. Parkin (2006) reveals that storytelling is an interactive art show, which is a two-way activity between storyteller and audience based on interaction and cooperation to build a whole story. A storyteller is not only able to build good empathy and rapport with his audience but also encourage his audience to imagine stories visually. Bimo (2011) says that storytelling to children has a function that is: can build inner contact, message delivery media / religious values, imagination/ fantasy education, emotional education, help the process of self-identification, enriching inner experience, entertainment and attention.

From the explanation it can be concluded that storytelling method can stimulate intelligence, the ability to think logically, the ability to interact and also speak the child. In addition to developing intelligence, storytelling can also hone the emotional intelligence of children. In the storytelling there is usually an element of education and also contains elements of entertainment. The element of education is shown through the message that is loaded. The element of entertainment is complementary so that the delivery of storytelling does not cause boredom. But today, along with the rapid development of digital technology, today's children view stories as ancient. To preserve the culture of storytelling, one solution is to bring a storytelling into the digital realm, and packed as interesting and interactive as possible so as not to be boring for children.

Selection of digital-based storytelling model is chosen to improve the development of children's emotional intelligence because through this storytelling method is expected to transmit knowledge and instill noble virtuous value effectively and the children receive with pleasure. The storytelling tells about exemplary that are able to give a real example of how one should behave and behave in everyday life. Thus the children's emotions can be controlled, the children are able to recognize and able to express their emotions well, with the result that affecting themselves. Emotions can be trained from an early age for the future good of children, so it needs a method that can improve the emotional intelligence of learners. Therefore, this research want to apply the model of learning based on digital storytelling to develop the emotional intelligence of children. This research question is "How effectiveness of digital storytelling-based learning model to develop students' emotional intelligence?"

LITERATURE REVIEW

A. Storytelling

Storytelling is the art of narrating a tale in the prehistoric times (Dujmović, 2006). Poerwadarminta (2007) defines storytelling is a tale in the past time which is strange and never happened. According to Bimo (2011) storytelling is a tale which is unreal or fiction. So storytelling is a tale which is strange that never happened.

Priyono (2006) states that storytelling divides into some categories such as legend, fable, myth, folklore. Storytelling to children has a function: Can build inner contacts, message delivery/ religion values, imaginative/ fantasy education, emotional education, help in the process of self-identification, enriching inner experience, entertainment and attention, enriching character (Bimo, 2011). Storytelling method can stimulate intelligence, logical thinking ability, interaction ability and also language skill to children. Storytelling develops children's emotional intelligence. In the storytelling there are usually an element of education and entertainment. The element of education is shown through the message that is loaded. The element of entertainment is complementary so that the delivery of fairy tales does not cause boredom. Isbell et al (2004) assert that storytelling has many uses in the children's primary education. They conclude that storytelling provides a conceptual framework for thinking, which causes children to form an overall experience that they can understand. Storytelling cause them to map mentally experiences and see images in their heads, tell traditional tales to provide children with a language model and thoughts that they can imitate.

Sanchez et al. (2009) reveal that the main force of storytelling strategy is linking stimuli through character depiction. Storytelling has the potential to strengthen imagination, humanize individuals, improve empathy and understanding, strengthen values and ethics, and stimulate critical/ creative thinking processes.

Storytelling has the ability to create good learning environment for early childhood students. In addition, the method of storytelling can be used as a medium to form the personality and morality of early childhood (Staden & Watson, 2007). According to Borba, (2001) the tale of a virtue will bring positive change in the world of children because it will help the children understand the power of that virtue and make them think that they can do something for the world.

B. Emotional intelligence

There are some experts who give specific definitions to explain the term of emotion. Grasha & Kirschenbaum (1980) say that emotions are the effective labels we assign to patterns of responses to internal and external stimuli. They arouse our behaviors toward goals and are accompanied by psychological, cognitive, and overt body processes. Goleman (2005) says that emotion refers to a particular feeling and thought, a biological and psychological state, and a tendency to act. According to Lazarus (1991) emotions give color to life, such as pride when graduated, happy to get things desired or sad if left behind loved ones. From some of the above opinions, then emotion is a response to the stimulus provided both from the environment and from within the individual himself - so that individuals can determine the choices in life that determine his life.

The term emotional intelligence is officially defined by John Mayer and Peter Salovey in 1990 (Stein & Book, 2011). Emotional intelligence is a new discourse in the area of psychology and pedagogic after years of community strongly believes that the determinant of a person's success is IQ. Emotional intelligence is the ability to

sense, understand and effectively establish emotional power and sensitivity as a source of human energy, information, connections and influences (Shapiro, 1998). Goleman argues that emotional intelligence determines a person's position of learning practical skills based on the five elements: self-awareness, self-motivation, self-control, empathy, and skill in relationships (Goleman, 2005).

Goleman (2005) suggests that if elements related to emotional intelligence are involved well during the learning process, it can help students in facing learning problems as well as improve student's problem solving abilities. Thus, the presence of emotional intelligence on learning activities will spur the students' open stance in brainstorming and increase interest in the challenge of finding solutions to problems (Shapiro, 1998).

Goleman (2005) says that the key ability in emotional intelligence is self-awareness. Self-awareness itself directly affects the development of self-control (personal competence) and empathy (social competence). Before a person has the ability to identify emotions or feelings, it is impossible that person can manage emotions or develop. Self-control will play a role in inhibiting immediate gratification (delaying gratification) and inhibit impulsive action which is an important factor in the development of self-motivation ability.

Emotional intelligence motivates us to seek out our unique benefits and potentials and activate our deepest aspirations and values, turning them from what we think become what we do. According to Cooper & Sawaf (1998) emotional intelligence divides into five aspects, they are:

- a) Intrapersonal sphere has five scales namely; Self-awareness, assertiveness, self-reliance, self-esteem and self-actualization.
- b) Interpersonal sphere has three scales namely; Empathy, social responsibility and interpersonal relationships.
- c) The realm of self-adjustment / cognitive orientation has three scales: Reality test, flexible attitude and problem solving.
- d) The domain of stress control has two scales: Resistance to bear stress and impulse control.
- e) The mood / affection aspect has two scales: Optimism and happiness.

While Shapiro (1998) states to describe the emotional qualities that seem important to success. These qualities are: (a) empathy; (b) express and understand feelings; (c) controlling anger; (d) independence; (e) adaptability; (f) preferred; (g) the ability to solve interpersonal problems; (h) perseverance; (i) solidarity; (j) hospitality; (k) respectable attitude.

The conclusion that can be obtained about understanding emotional intelligence is a type of intelligence that focuses on understanding, recognizing, feeling,

managing and leading the feelings themselves and others and applying it in personal and social life.

METHODS

This research uses true-experimental design, with pre-test post-test one design. This research aims to looking for the effectiveness of learning model based digital storytelling to develop students' emotional intelligence. The research is done in primary schools of Tegal Regency Central Java. The research uses random sampling technique to take the sample. Random sampling is a sampling technique performed by "mixing" subjects in the population so that all subjects are equal. From the process, one elementary school was obtained as an experimental group and one public elementary school as a control group. As for the try-out group (validity testing and instrument reliability) obtained one State Elementary School. In this research the observed variables consist of two variables namely dependent and independent. The dependent variable is emotional intelligence and the independent variable is learning model based digital storytelling.

The research instrument to measure students' emotional intelligence consists of five questionnaires; they are Questionnaire Know Your Emotions, Questionnaire Managing Emotions, Self-Motivation Questionnaire, Questionnaire Building Relationships Art, and Empathy Questionnaire. The instrument adapted from Goleman (2005). Closed questionnaire was used and the answer had already been available, so the respondent only had to choose the answer. Validity and reliability test was done to this instrument. Validity internal test was done using Pearson Product Moment correlation. The reliability of the instrument was tested by Alpha Cronbach.

In the pre research stage, observation and interviewed were done informally to the teacher and students about teaching and learning English informally. The topics of the interviewed were teaching materials, methods used in teaching and learning process. After the problems and the goals of the research were known then the research method and instrument were planned to collect the data. Before intervention was done (intervention using digital storytelling to develop emotional intelligence) pre-test was done to the research subject.

Pretest was given to test the sample homogeneity. Then intervention was done by implementing digital storytelling as a learning model to develop students' emotional intelligence to the experimental group. In this stage the observation was also done to observe students' emotional intelligence during the teaching learning process. After all the intervention was done then the posttest was given to the students to measure the students' emotional intelligence development. T-test was used to analyze the effect of digital storytelling to develop students' emotional intelligence.

RESULTS

Instrument validity is a measure used in measuring the validity level or validity of a research instrument. A valid research instrument affects high validity. Conversely, a less valid instrument will have low validity. In this study used item correlation. Correlation between items and total score of items was calculated by product moment correlation formula. Criteria validity is if $r_{xy} > r_{table}$ product moment correlation at 5% significance level. The statement item is said to be valid or valid if $r_{xy} \geq r_{table}$. The statement item is said to be invalid if $r_{xy} \leq r_{table}$. The following is the result of the validity test in this research.

Table 1:
Result of Instrument validity of emotional intelligence variable

No	R_{xy}	R_{table}	Decision
Knowing Self Emotional Indicator			
1	0,319	0,312	Valid
2	0,576	0,312	Valid
3	0,503	0,312	Valid
4	0,355	0,312	Valid
5	0,327	0,312	Valid
6	0,728	0,312	Valid
Emotional manage indicator			
1	0,637	0,312	Valid
2	0,674	0,312	Valid
3	0,620	0,312	Valid
4	0,755	0,312	Valid
5	0,671	0,312	Valid
6	0,732	0,312	Valid
Self motivation indicator			
1	0,365	0,312	Valid
2	0,623	0,312	Valid
3	0,665	0,312	Valid
4	0,644	0,312	Valid
5	0,682	0,312	Valid
6	0,480	0,312	Valid
The art of relationship indicator			
1	0,462	0,312	Valid
2	0,367	0,312	Valid
3	0,530	0,312	Valid
4	0,722	0,312	Valid
5	0,788	0,312	Valid
6	0,437	0,312	Valid
7	0,725	0,312	Valid

No	R_{xy}	R_{table}	Decision
Empathy Indicator			
1	0,659	0,312	Valid
2	0,399	0,312	Valid
3	0,771	0,312	Valid
4	0,827	0,312	Valid
5	0,769	0,312	Valid
6	0,662	0,312	Valid
7	0,736	0,312	Valid
8	0,682	0,312	Valid
9	0,606	0,312	Valid
10	0,375	0,312	Valid

From the results of the validity test as shown in the table above, the conclusion was that all statements were valid because the r_{xy} results were greater than r_{table} . Reliability shows a sense that something quite trustworthy enough to be used as a data gathering tool because the instrument was good. A good instrument will not be tendentious to direct respondents to select specific answers.

Table 2:

Reliability Statistics

Cronbach's Alpha	N of Items
,885	35

Based on reliability test obtained value of 0.885 was greater than 0.7, it could be concluded that the instrument of this study was reliable to be used in research. The data was analyzed by looking at the average difference in pre-test and post-test to see differences in emotional intelligence results before and after treatment in the form of digital storytelling. Pre-test data was taken from one instrument, ie data from multiple choice test results, taken at the time before treatment and test. The results of the two data described below.

Table 3:

Statistics

Pre_test		
N	Valid	40
	Missing	0
Mean		121,78
Minimum		104
Maximum		134

The results from table 4 present the scattering of values for pre-test scores. The lowest score is 104 and the highest score is 134. The total number of data is 40 with 22 score distribution. The highest total score of the pre-test is 134. The above data is obtained from the number of multiple choice scores; with the same score i.e. score 1 up to score 4, so that if the child can answer all questions correctly will be given a score of 140. As for the data pre-test has an average of 121.78.

Table 4:
Scattering value for Pre-Test Scores

Pre_test					
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	104	1	2,5	2,5	2,5
	111	2	5,0	5,0	7,5
	112	1	2,5	2,5	10,0
	114	1	2,5	2,5	12,5
	116	1	2,5	2,5	15,0
	117	3	7,5	7,5	22,5
	118	2	5,0	5,0	27,5
	119	2	5,0	5,0	32,5
	120	3	7,5	7,5	40,0
	121	2	5,0	5,0	45,0
	122	4	10,0	10,0	55,0
	123	2	5,0	5,0	60,0
	124	1	2,5	2,5	62,5
	125	5	12,5	12,5	75,0
	126	1	2,5	2,5	77,5
	127	1	2,5	2,5	80,0
	128	3	7,5	7,5	87,5
	129	1	2,5	2,5	90,0
	130	1	2,5	2,5	92,5
	131	1	2,5	2,5	95,0
	132	1	2,5	2,5	97,5
	134	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Treatment was done by giving a digital storytelling to students. Digital storytelling was one of the learning models that could be used for learning English that could attract the attention of learners. If the digital storytelling was well-told and packed with interesting formats, it could inspire an action, help learners to appreciate culture, and expand the children's knowledge.

The tale was Indonesian fairytale, and one of the fairy tale that was given was a fairy tale of Roro Jongrang, the duration in the treatment range of 30 minutes with video discussion, because a video aired about 10 minutes to 15 minutes. The treatment was given for six months. The treatment was given in English class which was once a week in every Saturday. After the treatment then post-test was held. The

data from the post-test was obtained from the multiple choice test sheets. The results obtained will be described in table 4.

The results from table 5 present the scattering of scores for post-test scores on students. The lowest score was 120 and the highest score was 139. The total number of data was 40 with 13 score spread. The above data was obtained from the number of multiple choice scores; with the same score i.e. score 1 up to score 4, so that if the child could answer all questions correctly would be given a score of 140. As for the data Post-test has an average of 134.5.

Description of data had been presented, and it could be seen difference of average score before and after giving treatment to students. It showed an increase in average score. This proved that learning model based on digital storytelling could develop the emotional intelligence of children.

Table 5:
Scaterring Scors for Post-Test

Post_Test					
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	120	1	2,5	2,5	2,5
	125	1	2,5	2,5	5,0
	127	4	10,0	10,0	15,0
	129	1	2,5	2,5	17,5
	131	1	2,5	2,5	20,0
	132	1	2,5	2,5	22,5
	133	1	2,5	2,5	25,0
	134	3	7,5	7,5	32,5
	135	4	10,0	10,0	42,5
	136	8	20,0	20,0	62,5
	137	4	10,0	10,0	72,5
	138	5	12,5	12,5	85,0
	139	6	15,0	15,0	100,0
	Total	40	100,0	100,0	

In addition to see the significance of pretest and posttest using SPSS program was as the following table:

Table 6:
T-test of Pre and Post-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre test - Post Test	-12.725	5.901	.933	-14.612	-10.838	-13.639	39	.000

From the results of data analysis and hypothesis testing through the calculation of t-test pre-test and post-test obtained significance value of 0.000 for 5% significance. Thus it could be concluded that there was a significant difference of students' emotional intelligence before and after the learning model based digital storytelling was applied.

CONCLUSION

Based on the results, then it can be concluded that there is effectiveness of the use learning model based digital storytelling to develop students' emotional intelligence. Learning model based digital storytelling in this study provides information related to emotional intelligence, children can imitate what they see and they listened to, of course with the explanation of an older person or teacher. The giving of storytelling is still within the concentration range of the children.

This digital storytelling contains some values related to emotional intelligence, because this digital storytelling affects the emotional intelligence of children who see and listen to this storytelling. Goleman (2005) suggests there are 5 aspects of emotional intelligence, where the aspect is to recognize the emotions of self, manage emotions, motivate you, recognize the feelings of others, and foster relationships with others. Aspects of the child can identify various expressions of feelings such as feelings of pleasure, sadness, shame, anger, awe and so on that enter the emotional intelligence aspect to recognize the emotions of self. The ability of children to recognize their emotions is also stimulated by this digital storytelling.

Through this learning model the teacher will more easily teach moral education and train students to recognize emotions in a fun way and messages can be delivered properly. The digital storytelling is interesting and full of moral lessons that lay the foundations for building moral character which is easy to understand for children. The use of digital media is intended to make children more interested and not feel bored. In the examples of emotional intelligence periodically and continuously will improve the emotional intelligence of children. The child will see an example of a storytelling, how the characters in the storytelling show their emotional intelligence.

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APPENDICES:

Lampiran 1 Kuesioner Penelitian

A. Kuesioner Mengenal Emosi Diri

1. Apabila saya merasakan kekecewaan terhadap sesuatu hal :
 - a. Saya dapat dengan cepat menyadari kekecewaan
 - b. Kadang-kadang saya dapat mengetahui apa yang menyebabkan saya menjadi kecewa
 - c. Saya selalu terlambat untuk menyadari kekecewaan tersebut
 - d. Sulit bagi saya untuk dapat mengetahui penyebab dari kekecewaan yang saya rasakan
2. Pada saat saya marah terhadap sesuatu hal :
 - a. Saya selalu mengetahui penyebabnya
 - b. Terkadang saya tidak dapat mengetahui hal-hal yang menyebabkan saya menjadi marah
 - c. Tidak penting bagi saya untuk mengetahui penyebab saya menjadi marah
 - d. Sulit bagi saya untuk dapat mengetahui hal-hal yang menjadi penyebab saya marah
3. Ketika saya merasa sedih :
 - a. Saya dapat mengetahui hal-hal yang menjadi penyebab saya sedih
 - b. Saya sulit mengetahui penyebab saya menjadi sedih
 - c. Selalu tidak mudah bagi saya untuk mengetahui penyebabnya
 - d. Kadang-kadang saya dapat mengetahui apa yang menyebabkan saya menjadi sedih
4. Kekesalan yang saya rasakan :
 - a. Saya selalu mudah mengetahui penyebab saya menjadi kesal
 - b. Kadang-kadang saya tidak mengetahui hal-hal yang membuat saya menjadi kesal
 - c. Tidak mudah saya ketahui penyebabnya
 - d. Tidak penting bagi saya untuk mengetahui penyebab kekesalan yang saya rasakan

5. Terhadap sesuatu hal yang dapat membuat saya menjadi takut :
 - a. Saya dapat dengan mudah mengetahui penyebabnya
 - b. Kadang-kadang tidak dapat saya ketahui penyebab rasa takut yang muncul pada diri saya
 - c. Saya tidak dapat mengetahui penyebabnya
 - d. Tidak penting bagi saya untuk mengetahui penyebab saya menjadi takut
6. Atas kebahagiaan yang saya rasakan :
 - a. Mudah bagi saya untuk mengetahui penyebab saya menjadi bahagia
 - b. Kadang-kadang saya dapat menyebutkan penyebab saya menjadi bahagia
 - c. Saya tidak perlu mengetahui penyebab saya menjadi bahagia
 - d. Tidak mudah untuk mengetahui hal-hal apa saja yang dapat menyebabkan saya menjadi bahagia

B. Kuesioner Mengelola Emosi

1. Ketika saya sedang diperolok-olok oleh teman :
 - a. Saya selalu bisa bersabar dengan tidak membalasnya
 - b. Kadang-kadang saya tidak dapat menghindari amarah saya muncul
 - c. Saya selalu sulit untuk mengatasi rasa amarah yang meledak
 - d. Saya dapat menahan diri dengan memendamnya sendiri
2. Ketika permintaan saya tidak terkabulkan
 - a. Berusaha untuk bersabar dan menerimanya dengan ikhlas
 - b. Amarah saya selalu muncul
 - c. Selalu menimbulkan kekesalan pada diri saya
 - d. Saya memendam kekecewaan di dalam hati
3. Ketika saya sedang merasa sedih :
 - a. Saya selalu menerimanya dengan sabar dan ikhlas
 - b. Saya selalu berusaha untuk mengalihkan perhatian tetapi rasa sedih tersebut selalu muncul kembali

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- c. Saya tidak dapat melakukan pekerjaan apapun karena terlalu larut dalam kesedihan
 - d. Tidak mudah bagi saya untuk mengatasi rasa sedih yang muncul pada diri saya
4. Ketika teman saya membatalkan janji untuk pergi bermain bersama :
- a. Saya selalu menerimanya dengan sabar
 - b. Rasa kesal akan selalu muncul ketika ia membatalkannya
 - c. Kadang-kadang menimbulkan rasa kesal pada diri saya
 - d. Selalu menimbulkan rasa marah pada diri saya
5. Ketika saya merasakan takut terhadap sesuatu hal :
- a. Saya selalu dapat menenangkan diri ketika rasa takut itu muncul
 - b. Seringkali saya berusaha untuk tenang tetapi selalu sulit dilakukan
 - c. Saya akan menangis karena saya takut
 - d. Saya akan berteriak karena sulit mengatasi rasa takut tersebut
6. Ketika saya merasa bahagia :
- a. Saya sering lepas kendali
 - b. Terkadang membuat saya menjadi lepas kendali
 - c. Tidak pernah membuat saya lepas kendali
 - d. Merupakan sesuatu hal yang biasa saja bagi saya

C. Kuesioner Memotivasi Diri

1. Belajar bahasa Inggris bagi saya :
- a. Tidak penting untuk memiliki kemampuan berbahasa Inggris
 - b. Biasa saja/tidak terlalu penting, kalau tidak menguasai apa-apa
 - c. Sangat penting untuk berkomunikasi bahasa Inggris
 - d. Perlu dipelajari di sekolah saja
2. Ketika saya sedang menghadapi ujian/ulangan :

- a. Tidak sulit bagi saya untuk dapat menahan keinginan menonton TV/film favorit
 - b. Kadang-kadang saya masih tidak dapat menahan diri untuk menonton TV/film favorit
 - c. Saya tidak dapat menahan keinginan untuk menonton TV/film favorit
 - d. Tidak ada perbedaan ketika akan ujian dengan saat tidak akan ujian, saya masih dapat melakukan kegiatan bermain, menonton TV/film favorit
3. Saya hanya mau belajar :
- a. Tanpa disuruh pun saya akan belajar sendiri
 - b. Jika ada yang menemani untuk belajar
 - c. Hanya jika ada tugas-tugas sekolah/PR
 - d. Jika disuruh oleh orang tua
4. Ketika ada pelajaran yang belum saya mengerti :
- a. Saya selalu malu untuk bertanya kepada guru atau teman
 - b. Saya tidak pernah berhenti belajar sampai saya mengerti
 - c. Saya akan berusaha belajar sendiri sebatas kemampuan saya saja
 - d. Saya malas untuk melanjutkannya kembali
5. Ketika ada tugas sekolah/PR, saya mengerjakannya :
- a. Mengerjakan sesuai dengan kemampuan sendiri, selebihnya saya akan menanyakannya kepada teman Dirumah sendiri tanpa bertanya kepada teman
 - b. Jarang sekali mengerjakan PR, apalagi kalau sedang sakit
 - c. Jarang menyelesaikan PR karena tidak yakin mengerjakan sendiri
6. Pekerjaan rumah seperti menyapu, membersihkan kamar, dll :
- a. Saya akan kerjakan sendiri tanpa disuruh oleh siapapun
 - b. Dikerjakan hanya jika disuruh saja
 - c. Jarang sekali saya lakukan
 - d. Tidak pernah saya lakukan karena ada orang lain yang telah mengerjakannya

D. Kuesioner Seni Membina Hubungan

1. Ketika berhadapan atau berbicara dengan orang dewasa :
 - a. Mudah sekali bagi saya untuk memulai pembicaraan dengannya
 - b. Tidak mudah bagi saya untuk memulai pembicaraan dengannya
 - c. Kadang-kadang saya tidak memiliki keberanian untuk memulai pembicaraan dengannya
 - d. Saya selalu takut untuk memulai pembicaraan dengannya
2. Di lingkungan baru :
 - a. Mudah sekali bagi saya untuk beradaptasi
 - b. Kadang-kadang membutuhkan waktu yang lama bagi saya untuk dapat beradaptasi
 - c. Saya tidak dapat beradaptasi dengan cepat
 - d. Saya enggan untuk beradaptasi di lingkungan baaru tersebut
3. Ketika teman saya sedih/murung :
 - a. Saya akan berusaha menghiburnya
 - b. Saya tidak mau mengajaknya untuk bercakap-cakap karena sedang sedih/murung
 - c. Saya tidak peduli teman saya sedang sedih atau murung, jadi saya memperlakukannya seperti biasa
 - d. Kadang-kadang sayaa tidak pernah mendekati teman yang sedang sedih/murung
4. Mendengar keluhan orang lain :
 - a. Merupakan pekerjaan yang sia-sia
 - b. Sering sekali saya lakukan bila teman saya membutuhkannya
 - c. Jarang sekaali saya lakukan karena saya lebih senang berkeeluh kesah kepada orang lain dari pada mendengarkan keluh kesah orang lain
 - d. Hal yang tidak terlalu penting dalam berteman
5. Saya termasuk :
 - a. Orang yang tidak pernah membedakan latar belakang seseorang untuk berteman

- b. Orang yang sulit untuk bergaul dengan orang lain
 - c. Orang yang memiliki sekelompok teman-teman bermain bermain yang dapat saya percayai
 - d. Orang yang kadang-kadang sulit mempercayai teman sendiri
6. Ketika akan berangkat sekolah/pergi ke luar rumah :
- a. Seringkali saya mencium tangan orang tua terlebih dahulu dan meminta izin untuk keluar rumah
 - b. Saya jarang sekali pamit kepada orang tua
 - c. Saya hanya mengucapkan salam saja
 - d. Saya tidak pernah mencium tangan orang tua untuk berpaamitan
7. Ketika teman saya berulang tahun :
- a. Jarang sekali saya mengetahui/mengingat teman saya berulang tahun
 - b. Saya hanya mengucapkan selamat ulang tahun saja kepada semua teman, termasuk teman dekat
 - c. Saya selalu tidak mengetahui kapan teman saya berulang tahun
 - d. Saya akan memberikan hadiah kepada sebagian dari teman dekat saja

E. Kuesioner Empati

1. Ketika teman saya sedih dan murung :
- a. Saya tidak mau mengajaknya bercakap-cakap
 - b. Saya tidak peduli teman saya sedang sedih atau muruh dan memperlukannya seperti biasa
 - c. Kadang-kadang saya enggan untuk mendekati teman yang sedang sedih/murung
 - d. Saya akan berusaha menghiburnya
2. Mendengarkan keluhan orang lain :
- a. Merupakan pekerjaan yang sia-sia
 - b. Hal yang tidak terlalu penting dalam berteman
 - c. Jarang sekali saya lakukan karena saya lebih senang berkeluh kesah kepada orang lain dari pada mendengarkan keluhan kesah orang lain

- d. Seringkali saya lakukan bila teman saya membutuhkannya
- 3. Ketika teman saya yang berulang tahun :
 - a. Saya selalu tidak mengetahui kapan teman saya berulang tahun
 - b. Jarang sekali saya mengetahui/mengingat teman saya berulang tahun
 - c. Saya akan mengucapkan selamat ulang tahun kepada sebagian dari teman dekat saja
 - d. Saya akan mengucapkan selamat ulang tahun kepada semua teman, termasuk teman dekat saya.
- 4. Mengenai teman saya yang sedih :
 - a. Tidak penting bagi saya untuk mengetahuinya
 - b. Sulit bagi saya mengetahui apakah teman saya sedang menghadapi masalah atau sedang bersedih
 - c. Kadang-kadang saya dapat mengetahui jika teman saya sedang menghadapi masalah atau sedang bersedih
 - d. Saya selalu dapat mengetahui jika teman saya sedang menghadapi masalah atau sedang bersedih
- 5. Ketika orang lain membutuhkan bantuan saya :
 - a. Saya hanya akan membantu jika saya mengenal orang tersebut dengan baik
 - b. Sulit bagi saya untuk membantu orang yang kurang dekat dengan saya
 - c. Kadang-kadang saya membantu setiap orang yang membutuhkan bantuan
 - d. Saya akan selalu berusaha membantu setiap orang yang membutuhkan bantuan
- 6. Saya termasuk :
 - a. Orang yang menganggap rahasia teman sebagai sesuatu yang tidak penting
 - b. Orang yang sulit menjaga rahasia teman
 - c. Orang yang kadang-kadang membocorkan rahasia teman
 - d. Orang yang selalu dapat membocorkan rahasia teman
- 7. Orang menilai saya :
 - a. Orang yang tidak peduli terhadap urusan orang lain

- b. Orang yang sulit untuk memperhatikan orang lain yang sedang kesusahan
 - c. Orang yang kadang-kadang peduli terhadap kesusahan orang lain
 - d. Orang yang selalu peduli terhadap kesusahan dan kesedihan orang lain
8. Terhadap pandangan teman yang berbeda saya :
- a. Tidak mau menerima pandangan tersebut
 - b. Tidak mudah bagi saya untuk menerima dan memahami pandangan tersebut
 - c. Kadang-kadang saya mau menerima dan memahami pandangan tersebut
 - d. Saya selalu berusaha untuk menerima dan memahami pandangan tersebut
9. Tentang saya dalam menanggapi harapan yang baik dari orang lain :
- a. Saya tidak peduli dengan apa yang diharapkan orang lain dari saya
 - b. Tidak mudah bagi saya untuk berbuat sesuai dengan harapan orang lain
 - c. Kadang-kadang saya melakukan tindakan sesuai dengan yang diharapkan orang lain
 - d. Saya selalu berusaha untuk melakukan apa yang diharapkan orang lain dari saya
10. Mengenai kebahagiaan orang lain :
- a. Tidak ada cukup waktu saya memikirkan kebahagiaan orang lain
 - b. Sulit bagi saya untuk memikirkan kebahagiaan orang lain
 - c. Kadang-kadang saya memikirkan kebahagiaan orang lain
 - d. Saya selalu memikirkan tentang hal yang dapat membahagiakan orang lain

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Frequencies

Statistics

Pre test

N	Valid	40
	Missing	0

Pre_test

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	104	1	2,5	2,5	2,5
	111	2	5,0	5,0	7,5
	112	1	2,5	2,5	10,0
	114	1	2,5	2,5	12,5
	116	1	2,5	2,5	15,0
	117	3	7,5	7,5	22,5
	118	2	5,0	5,0	27,5
	119	2	5,0	5,0	32,5
	120	3	7,5	7,5	40,0
	121	2	5,0	5,0	45,0
	122	4	10,0	10,0	55,0
	123	2	5,0	5,0	60,0
	124	1	2,5	2,5	62,5
	125	5	12,5	12,5	75,0
	126	1	2,5	2,5	77,5
	127	1	2,5	2,5	80,0
	128	3	7,5	7,5	87,5
	129	1	2,5	2,5	90,0
	130	1	2,5	2,5	92,5
	131	1	2,5	2,5	95,0
	132	1	2,5	2,5	97,5
	134	1	2,5	2,5	100,0
Total		40	100,0	100,0	

Frequencies

Statistics

Pre_test

N	Valid	40
	Missing	0
Mean		121,78
Minimum		104
Maximum		134

Pre_test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 104	1	2,5	2,5	2,5
111	2	5,0	5,0	7,5
112	1	2,5	2,5	10,0
114	1	2,5	2,5	12,5
116	1	2,5	2,5	15,0
117	3	7,5	7,5	22,5
118	2	5,0	5,0	27,5
119	2	5,0	5,0	32,5
120	3	7,5	7,5	40,0
121	2	5,0	5,0	45,0
122	4	10,0	10,0	55,0
123	2	5,0	5,0	60,0
124	1	2,5	2,5	62,5
125	5	12,5	12,5	75,0
126	1	2,5	2,5	77,5
127	1	2,5	2,5	80,0
128	3	7,5	7,5	87,5
129	1	2,5	2,5	90,0
130	1	2,5	2,5	92,5
131	1	2,5	2,5	95,0
132	1	2,5	2,5	97,5
134	1	2,5	2,5	100,0
Total	40	100,0	100,0	

Frequencies

Statistics

Post_Test

N	Valid	40
	Missing	0
Mean		134,50
Minimum		120
Maximum		139

Post_Test

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	120	1	2,5	2,5	2,5
	125	1	2,5	2,5	5,0
	127	4	10,0	10,0	15,0
	129	1	2,5	2,5	17,5
	131	1	2,5	2,5	20,0
	132	1	2,5	2,5	22,5
	133	1	2,5	2,5	25,0
	134	3	7,5	7,5	32,5
	135	4	10,0	10,0	42,5
	136	8	20,0	20,0	62,5
	137	4	10,0	10,0	72,5
	138	5	12,5	12,5	85,0
	139	6	15,0	15,0	100,0
	Total	40	100,0	100,0	

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre_test & Post_Test	40	,443	,004

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Pre_test - Post_Test	-12,725	5,901	,933	-14,612	-10,838	-13,639	39	,000

Yogyakarta's Cultural Heritages in a Transnational View

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Abstract: Yogyakarta is well-known province for education and tourism areas supported by the preservation and commemoration of cultural heritage in Indonesia. At the same time, however, some districts of Yogyakarta have changed considerably from its agrarian-urban society to a cosmopolitan nature. Consequently, Yogyakarta's urban life is enriched by selecting new elements from other cultures, mainly popular culture even though it is still colored by Yogyakarta's traditions. For a number of decades Yogyakarta has successfully utilized culture and cultural heritage as a means for advancing its domestic policy and soft power strategy. This paper however examines Yogyakarta's cultural heritage in facing a relationship among nations in Asia. The process of construction of cultural identifying is a fruitful approach to understanding this reality. Moreover focus group discussions, one-on-one in-depth interviews, and review of relevant literature are explored for data analysis supported by applying a trans-national theory. Cultural heritages in Yogyakarta contribute immensely to face the competitiveness of global culture not only in Asia but also in other continents. A strategy for being selective is one way to keep our culture alive. Yogyakarta can be a leading province for education and tourism areas not only in Indonesia but also in Asia.

Key words: Trans-national mind, Yogyakarta, popular culture, education, conservative

Abstrak: Yogyakarta merupakan provinsi yang terkenal akan bidang pendidikan dan pariwisata yang tetap menjaga pelestarian dan tradisi warisan budaya di Indonesia. Namun di saat yang sama, beberapa daerah telah mengalami pergeseran dari masyarakat pertanian ke masyarakat kosmopolitan dengan segala konsekwensinya, terutama masuknya nilai-nilai baru dari budaya lain seperti budaya populer walaupun masih dibalut dengan tradisi Yogyakarta. Selama beberapa dekade pula, Yogyakarta telah membuktikan untuk menjaga tradisi dan warisan budayanya sebagai bagian kebijakan domestik dan langkah strategisnya. Maka dari itu, tulisan ini mengkaji warisan budaya Yogyakarta dalam kerangka hubungan antar bangsa, terutama di kawasan Asia. Proses konstruksi identitas budaya merupakan bentuk pendekatan yang tepat untuk memahami fakta ini. Pemakaian Forum Kelompok Diskusi, interview mendalam dan mengkaji dari beberapa sumber pustaka akan digunakan dalam menganalisis data ini yang didukung dengan Teori Trans-national. Lebih jauh lagi, warisan

budaya Yogyakarta memberikan sumbangan yang sangat berarti dalam persaingan budaya global tidak hanya di Asia namun di benua lain. Strategi semacam selektif terhadap budaya lain akan menjadikan budaya kita tetap hidup. Dimasa mendatang Yogyakarta akan menjadi provinsi unggulan untuk bidang pendidikan dan pariwisata tidak hanya di Indonesia, melainkan juga di Asia.

Kata kunci: Trans-national mind, Yogyakarta, budaya populer, pendidikan, konservatif

INTRODUCTION

Yogyakarta is familiar with the province for education and tourism along with distinctive social and cultural background. It is undeniably true that the existence of Yogyakarta's heritages is still in a great demand. The uniqueness is opened for some investors in expanding the target of profits. It is like a potential market for business. Moreover, globalization and capitalism are two undeniable values to create the existence of big business in this world.

In the same time, the world has developed into one big area where the result of this global evolvement is amazingly great that no a single culture is immune toward the influence of other cultures. It is seemingly that there is a clash of culture both traditional and modern. It is not difficult to find out the case. In Yogyakarta, '*Permax Jeans*' is a kind of rebellion for capitalism (Soemanto, 2015) the tailors have no much material to fight against the owner of capital. But they only have any strategy on how to keep their earnings for a life. It is like what Karl Marx (1964) said that "a new form of class inequality is called capitalism."

Yogyakarta is also full of franchise. The existence of popular culture around Yogyakarta is greatly booming. In this global era, America is the biggest country where has greatly contributed its hegemony in popular culture around us. Even Americanism is almost similar to globalization itself. Hollywood, KFC, McDonald's as well as American Idol reproduced in all over the world, become icons of popular culture in the world.

Nowadays, the presence of American popular culture is apparently as a kind of new colonialization of culture, for example. One of work mostly cited is Samuel Huntington's work on "Clash of Civilization" (1993, p. 233). By franchise system, Indonesia could be one of target for market because of the big population. Those products are primarily dedicated from children to adults.

Hence popular culture can be a pattern of cultural imperialism. We are trapped in consumerism. Even though we need something not because of the usefulness of the things, but it prefer showing own identity to using it. It is a matter of social status. The phenomenon of social status is created to make something as a commodity. It refers to materialism orientation. Production is not merely product, but it is value, fetishism of commodities, and reification.

Moreover, the phenomenon of social status is booming in everywhere, Yogyakarta is still selected because of Javanese cosmology and philosophy as manifested in its location and plan. The *Keraton* of Yogyakarta city is deliberately chosen to precisely reflect microcosms; it is still a reference for traditional Yogyakartaese based on Javanese philosophy regarding the nature of human destiny.

Meanwhile Kaliurang is a populated-destination for tourists both domestic and foreign. The researcher finds the well-known place for business combined by preserving of traditional place and nature. It is 'Kopi Klothok'. Among modern restaurants around Yogyakarta, *Kopi Klothok* offers a new sensation of cultural hybridity among traditional and modern. Seemingly, we are offered to travel across the nature around for thinking about what the denotation and connotation are.

LITERATURE REVIEW

A. American studies accounts

This research is under the discipline of American Studies which highlights on the synthesis of knowledge. According to Bruce A. Lohof that American Studies is a discipline focusing on America and its people. Furthermore, he gives the specific principles as follows: "American Studies is holistic in its approach to the culture of the United States, and such attribute of American Studies is its interdisciplinary approach to the culture of the United States" (1978, pp.3-4). Shortly, American Studies highlight on one particular subject but require knowledge of a variety of academic perspective.

In fact, this research discusses on the concept of American Founding correlated with philosophical values both liberalism and conservatism. It also highlights on conservative values that are tightly hold by some conservatives compared with conservative group in another country, like Indonesia. Yogyakarta is one of subjects in the research because of the uniqueness. Yogyakarta can be alive because of its traditions along with its cultural heritages. .

In this research, American conservatism in the United States can be understood accurately by comprehending the Founding. A Founding is not only as the birth of nation, the moment of creation after which regime is said to exist, but also as a concept, an idea made up of many other ideas. As a concept, it can be used a tool of change.

Moreover, a concept of Founding can be understood well by adopting "the reconciliation the past, present and future" (McDowell, 1948, p. v). He assumes that if one applies the interdisciplinary approach, he can bridge past, present, and future. Founding itself cannot be separated from the concept of tenses. Since founding existed in some time in the past, and it still exists in the present time and has been developed into various variations but limited by some characteristics in the future. In short, those tenses are interrelated.

American conservative movement is a phenomenon in American society. It is not only as an American intellectual mind, but also as a hemispheric mind. Therefore, this research also uses a 'trans-national' approach from John Carlos Rowe. He states that "the multicultural and multi-ethnic US cannot be understood adequately without considering its transnational sources, hemispheric interests, and global relations" (Rowe 2010, p. 1).

Hence, this research tries formulating the concept of Hemispheric Mind or Trans-National View as a part of American Studies. The decision of American policy sometimes gives deep impacts toward our condition. We realize that we live in a global community with all consequences. Ignorance toward this global community, it makes us to be alienated in a global relationship among nations.

B. Yogyakarta heritages as trans-national view

In studying Yogyakarta and its subsidiary town, it always triggers a big question in my mind. How can Yogyakarta survive among cultural invasion over the world? Purwanto and Mutiah states that

Some town in Yogyakarta has changed considerably its agrarian-urban society quickly assumed a cosmopolitan nature. Although still dominated by Javanese tradition. Yogyakarta's urban life was enriched by accepting new elements from other traditions (2003, p.1)

Change is an undeniably true in a life. Life is a matter of changing, without changing is not a life. In this case, not everyone likes changing. If he takes the changes, he must choose retrogressive or progressive change. Yogyakartaese are good enough to behave when they take or reject other new values based on their cultural background.

Even though the changes has swept in all aspects of economic, social, and politics, but Yogyakarta still keeps its heritages, mainly its historical buildings and traditions. In some aspects, there is also any change taking place in creating a new urban environment by modifying or mixed-culture. It is a logical response for Yogyakarta in facing a new spirit of globalization.

Meanwhile Simone Sandholz (2017) argues that Yogyakarta as one of three cities in his research is changing, induced by rapid urban change. The city, however, still comprises of heritage buildings and places, often attached to intangible values still appreciated by the urban population (p. 315). It is the fact that tradition is still a part of life for any city.

Hence, the existence of livable space must be preserved in line with the life of a city. It means that geography factor can determine whether a city exists. It follows the law of biology that a country born, grew up and then faces the death. It is familiar to be called geo-politics.

Yogyakarta still keep its livable things by socio-cultural approach. In this case, humans are positioned as the main actors on how to preserve the livable things. Most conservatives in which they live in rural areas more discipline than people who live in urban areas in relation to the preservation of the livable space. They think that it is a potential way to build their areas to be a profit one. It is one of the impacts of globalization.

According to Backman and Nisson (2016, p.1) they distinguish between urban, natural, and cultural qualities as different sources of regional attractiveness.

Yogyakarta has proven that by combining the concept of cultural heritages and natural as well traditional values has given great contributions for achieving the goals.

At least, everyone has the concept of conservatism. He believes that by keeping traditions will give a better life. Because those traditional values have been proved by a long historical journey to be a strong one. Some concept from Founding like in Javanese verse '*Ajining Raga Gumantung Soko Busana*'. The cultural trait of Yogyakarta must be preserved to be alive in global era.

Besides material factors, the pursuit of happiness for Javanese can be pursued through philosophical values. Javanese themselves have a strong belief or philosophy. In a logical response, they are afraid that the coming generation will completely ignore the God inside themselves in order to achieve material success (Muhni, 2011). In America, American Dream is to be their philosophy that has offered material happiness a long with spiritual happiness through the Protestant Ethics.

METHODOLOGY

This research is methodologically descriptive qualitative by gathering the data qualitatively and presenting them descriptively. It describes a situation or area of interest factually and accurately. Norman K. Denzin & Yvonna Lincoln states as follows:

Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives" (1994, p.2).

Thus, the main purpose of qualitative research focuses on how and why people behave, think, and make meaning as they do, rather than highlighting on what people do or believe in a large scale. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

During this research, information either through printed sources or single interviews with Yogyaneese in Kaliurang and Keraton are collected. By conducting the

observation, it allowed to have many accesses for important sources and enabled to go beyond interviews to include direct observation and informal conversations. These advantages provided rich information, and inside perspectives that few academic researchers have.

Based on the significance and object of this research, it refers to the descriptively qualitative method. Hence data and information in the qualitative research must be investigated broadly and deeply. By doing the exploration of data in details, the researcher can describe a social phenomenon openly. Therefore this research is conducted by two methods of data collecting. They are library method and field method. As Merriam S.B. (2002, p.15) quotes that "*the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting.*" In conducting the research, there are three collaborative steps namely, data collecting, data organizing, and data analyzing. In the data collecting, this research involves two kinds of data –the primary data and the secondary data –which are collected through the method of tracing process. The first hand data, which are from literary works, observations, interviews, and discussions with some experts in politics, sociology, and culture, are called as the primary data. Meanwhile some books, journals, articles, essays, newspaper, websites and other theoretical writings concerning the topic of analysis or research are used as the secondary data.

CONCLUSION

A global community is any challenge that we cannot disregard it. One of the impacts toward this involvement is any kind of mixed-culture. It had better known as cultural hybridity. It could be a phenomenon recently. Yogyakarta has experienced the same process of global involvement as many other cities have.

Democracy, fairness, intellectual improvement, and commitment towards an independent country considered as recent values, which derive from the inter-relationship of thoughts and cultures between Indonesia and other countries. Furthermore, Indonesia is moving into an era of post-industry, knowledge-based society and sophisticated technology. Media provides a source of information which is not limited by space and time; hence it makes something distant become closed.

Yogyakarta offers a unique environment colored by fruitful of social and cultural traditions. Here, social environment plays an important role in creating the culture. By understanding of the condition and situation where we live, at least we can be an agent of determinism in our home. We must be proud of our culture but we do not want to be any alien in our home. Therefore, it may be necessary to conceptualize the hybrid between local cultures and foreign cultures.

In our home, we are still like fish in aquarium, the foreigners can see our activities from outside but we cannot see them well. Cultural awareness is needed to teach community in responding the global culture. At least, people have a new vision in facing the phenomenon of the cultural mixture. The interaction among three

cultures: traditional, modern, and post-modern in the process of construction of cultural identifying is a fruitful approach to understanding this reality

At least, people have a new vision in facing the phenomenon of the cultural hybridity. The interaction among three cultures: traditional, modern, and post-modern in the process of construction of cultural identifying is a fruitful approach to understanding this reality. This writing introduces a method of trans-national mind education to get an adequate understanding of other cultures by considering their trans-national sources. It is noted that American hegemony of popular culture still exists nowadays.

In the United States, globalization is commonly defined as a process that is facilitated by the liberalization of trans-border transactions by and the strength of sovereignty. By and large, the significance of this research urges mainly students to obtain a deep understanding about global cultures and cultural hybridity. The practical side lies on the contribution to the general readers, the stakeholder in the cultural system, activists, and ASEAN citizens. This study helps us understand the importance of the community participation in the global relationship.

By understanding the contributions of the global culture, Asia citizen can be assured their interests are being served in their cultural system. Moreover, this study helps future researchers understand the newly emerging the hybrid culture in the global contexts. Being selective of the manner in which we interact with other cultures is one way to keep our culture alive.

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The Influence of Social Media Activeness, Lifestyle, and Rate of Consumption on *GOJEK*'s Usage Interest

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Abstract: This paper provides the comprehensive analysis of online motorcycle taxi transportation (GO-JEK). We tested constructs from information systems by using Technology Acceptance Model and social environmental psychology in an integrated theoretical framework of online consumer behavior. Specifically, we examined how the business model of GO-JEK can influence consumers' interest from social media activeness, lifestyle, and rate of consumption in Semarang city. A questionnaire based empirical study was used to 100 university students by probability sampling method. Results confirmed that the activeness of social media, lifestyle, and rate of consumption influenced GO-JEK's usage interest simultaneously or partially. We also found that the conventional motorcycle taxis should review their business model in terms of price setting, safety issues, and technological exposures due to change of demographics. In the rate of consumption, we found that there was no relationship between the income of consumer and consumers' interest. Based on the study findings, implications for user of technology acceptance research and online consumer behavior are discussed.

Key words: social media, lifestyle, consumption, GO-JEK.

Abstrak: Makalah ini menyediakan analisis menyeluruh tentang transportasi motor ojek secara online (GO-JEK). Kami menguji konstruk dari sistem informasi dengan menggunakan Model Penerimaan Teknologi dan psikologi lingkungan sosial dalam kerangka teoritis terpadu perilaku konsumen online. Secara khusus, kami meneliti bagaimana model bisnis GO-JEK dapat mempengaruhi minat konsumen dari keaktifan, gaya hidup, dan tingkat konsumsi di kota Semarang. Penelitian empiris ini menggunakan 100 kuesioner untuk mahasiswa dengan metode sample probabilitas. Hasil penelitian membuktikan bahwa keaktifan media sosial, gaya hidup, dan tingkat konsumsi memengaruhi minat penggunaan GO-JEK secara simultan atau parsial. Kami juga menemukan bahwa taksi sepeda motor konvensional harus meninjau model bisnis mereka dalam hal penetapan harga, masalah keselamatan, dan eksposur teknologi akibat perubahan demografi. Untuk tingkat konsumsi, kami menemukan bahwa tidak ada hubungan antara pendapatan konsumen dan minat konsumen. Berdasarkan temuan penelitian, implikasi bagi pengguna teknologi dan perilaku konsumen online dibahas secara tuntas.

Kata kunci: media sosial, gaya hidup, konsumsi, GO-JEK.

INTRODUCTION

The congestion was one of the traffic problems that caused of a huge loss for road, especially in the case of a waste of time (delay), the fuel waste and inefficiency of labor and low comfort and increased pollution both sound and air pollution (Tamin, 2000, p. 493). The following table traffic index of the worst cities in the world 2015 can be seen below.

Table 1:
Traffic index of the worst cities in the world by 2015

Rank	Country	Traffic Index	Time Index (in minutes)	Time Exp. Index	Inefficiency Index	CO2 Emission Index
1	Egypt	284.51	55.48	10870.53	296.43	11567.56
2	South Africa	215.34	43.93	3007.83	228.76	9312.82
3	Thailand	211.86	44.12	3087.10	245.76	9312.82
4	Iran	202.90	45.52	3731.80	193.45	6787.82
5	Philippines	201.31	46.09	4020.42	216.01	5947.27
6	Turkey	198.61	46.91	4457.61	204.66	4987.53
7	Russia	195.51	45.10	4405.92	185.05	4721.17
8	India	195.02	45.10	3531.03	217.21	5739.89
9	Brazil	194.29	45.54	3744.05	227.21	5252.85
10	Argentina	186.46	43.10	2663.78	169.38	6199.90
11	Indonesia	177.91	40.58	1785.76	224.192	6415.58

Source: Numbeo, 2015

Based on the table above explained that Indonesia ranked 11th as the worst with traffic jam in the world. The position of Indonesia increased as many as six ranking when compared with last year (Numbeo, 2015). But one of the causes of traffic congestion was increasing the number of vehicles that does not in relation to the straightway with the width of the roads. Therefore, efforts were needed to reduce traffic problems in Indonesia, in order to support the human mobility in the traffic conditions, the transportation appropriate needs to be developed, in the form of transportation service that can reach at a crowded of road conditions with a vehicle. Transportation who be an option of society was the Conventional Motorcycle Taxi. Conventional Motorcycle Taxi was one of the alternative solutions transportation in

the crowded city, this transportation was fast and able reach out to the place which may not be reached by car or other public transportation. It was usually only found in the base, so it cannot be ordered when we need it suddenly. In addition, the tariff of Conventional Motorcycle Taxi does not have a certain standard and security for passenger was less promising.

Now, Indonesia is happening with a creative revolution in the transportation services. The transport services seeded by gadgets so. Gadget was a communication tool which has the development of very rapidly; all of services have been accommodated in just one hand. In the past, when we need of transportation services such as taxi still using media telephone to order and the rates was relatively more expensive, while when we used of other transportation as Conventional Motorcycle Taxi, we must walk to base. Besides, the tariff of Conventional Motorcycle Taxi based on negotiation to a rider first, after a passenger deal with a rider, he will deliver to the passenger's destination.

However, as the development of transportation today, there was came an innovation in the field of transportation services. The new innovation was online taxi transportation. Online taxi transportation was a public transportation service to book by pressing the key on the smartphone, and then the rider will come pick and deliver customers to their destination without having to negotiate the issue of tariffs. Ease reservation of transportation caused the customers of Conventional Motorcycle Taxi switched to Online Motorcycle Taxi. An example of Online Motorcycle Taxi was GO-JEK. The comparison between conventional and Online Motorcycle Taxi can be seen in the table 2.

Table 2:
The Comparison of Conventional and Online Motorcycle Taxi

Kind of Transportation	Tariff	Services	Ordered Procedure
Conventional Motorcycle Taxi	The tariff based on negotiation	Only transportation service	The customer should walk to base of Conventional Motorcycle Taxi
Online Motorcycle Taxi (28 th February 2017, www.GO-JEK.com)	Rp 14.000,00 for all of service in GO-JEK Apps	Instant Messenger Service (GO-SEND), Transportation Service (GO-RIDE), Book a food and drink Service (GO-FOOD), shopping Service (GO-MART), GO-BOX Service, clean up service (GO-CLEAN), GO-GLAM Service, GO-MASSAGE	GO-JEK Apps can be downloaded in iOs App Store Android Google Play store

Service, and GO-BUSWAY Service

Source: www.GO-JEK.com (2017)

GO-JEK was one of the service providers that integrated with our smartphone. The order way of GO-JEK just touched of your finger on the screen of our smartphone. The payment or tariffs have seen on the application, even GO-JEK also could be used to deliver some foods. GO-JEK has been available in the big cities, one of them was in Semarang. GO-JEK has purposes to improve the structure of transportation service and help the government in dealing with the traffic jams. The difference of GO-JEK between other transportation was the riders of GO-JEK who professional rider, because the riders were able to penetrate in the traffic jams. It would save the trip, but the riders still give priority to the security and comfort for customers.

Despite the appearance of GO-JEK have been accepted by the society as a good, but GO-JEK also get bad response by Conventional Motorcycle Taxi. It was because passengers of Conventional Motorcycle Taxi were turning to Online Motorcycle Taxi (GO-JEK). One of the conflicts that occurred between the conventional transportation service and online transportation was beating incident that occurred in driver of GO-JEK. The reason of the rider's conventional transportation was competed. In addition, the other factors that became a problem between conventional transportation and online transportation were (1) the issues of rate, (2) the issues of security and accuracy, and (3) the availability of facilities such as a helmet.

LITERATURE REVIEW

A. Interest

Warchauer (1988) in the research of Suratno (2007, p. 2) stated that recent years have shown an explosion of interest in using computer for living. According to Wirherington (1985, p. 38), "Interest was aware of a person to an object, someone, a question or a specific situation that was relevant with himself method for or seen as something that consciously". Now the factors of the interest according to the Crow & Crow was translated by Kasijan (1984, p. 4) were "encouragement from in factors, the social factors, and the factors that related to emotional. From the factors can be related to the needs of the physical and psychological". While according to Suryabrata (2002, p. 68) explained that:

the definition of interest was a sense of more love and a sense of interest in a matter or activity without any sent. The interest was basically the acceptance of a relationship between themselves with something things of himself. The more powerful or near the relationship more interest.

Therefore, the interest was the psychological aspect which belongs to a person who produces a sense of love or interested in something and be able to influence the actions of the man. The interest has a close relationship with the encouragement in the individual who then a desire to engage in an interest. Someone who was interested in an object, it will tend to feel happy when you can be involved in the object so the tending will be attention to the big attention to an object.

B. Social media activeness in Indonesia

In this era of globalization, the technology is more advanced. Undeniable presence of the internet is increasingly needed in everyday life, both in the activities of socialization, education, business, and so forth. With the rapid advancement of internet, any social media also join this rapid growing. Social media is a great site where one can create a personal web page and connect with everyone in the same social media to share information and communicate^[i]. If the traditional media used the printed and broadcasted media, then social media use the internet. Social media invites anyone who is interested to participate by giving feedback openly, make comments, and share information in a rapid and unrestricted ways. It is very easy and does not require a long time for someone to create an account on social media.

The biggest social media most frequently used by adolescents were; Facebook, Twitter, YouTube, Path, Instagram, Kaskus, LINE, Whatsapp, Blackberry Messenger. Each of these social media has special advantages in attracting many users of social media they have. Social media does offer many conveniences that make teenagers taste lingering surfing in cyberspace. Social media users can freely comment and transmit his opinion without the worry. It is because social media is very easy to falsify identity or commit crimes. Social media removes the limitations in socializing. There is no limits of space and time in social media. They are able to communicate whenever and wherever they are.

The development of the Internet in Indonesia is increasingly booming accompanied with various available infrastructures as there are cell phones, laptops and Internet costs are affordable. The level of enthusiasm of Indonesia society especially teenagers in utilizing Internet technology is growing, either by using a mobile phone or computer. When the technology of the internet and mobile phones the more advanced than any social media join the rapidly growing. Now to access social media can be done anywhere and anytime just by using a mobile phone. So fast, the teenagers can access social media led to the phenomenon of the flow of information not only in developed countries but also in Indonesia. Because of this the social media also began to appear to replace the conventional mass media role in spreading the news.

Social media such as Facebook, Google, Twitter and the like seems to have become a must for Indonesia to have teenagers. Social media is commonly used as a place to vent and a place to find new friends and really fast. In social media, teenagers often confide about romance, family, feelings, etc. An example of one of the frequently used social media teens to take out her feelings through writing was Facebook.

Indonesia is a country that occupies the second place of the world in the use of Facebook. In social media, teenagers can get new friends either in cyberspace or in the real world. In addition, teenagers often use social media to upload photos, view photos, and download photos. An example of social media used teens to share photos is Instagram. Teenagers often capture the moment-an important moment with their mobile phone camera, and then they are uploaded to social media, so that their virtual friends know that she was somewhere or doing something

C. Lifestyle in Indonesia

Ristiyaniti & Ihalaw (2006, p. 56) said that "Lifestyle was defined as how a person live, including how a person uses the money, how he allocates time, etc." Those who were descended from culture, social class, and the same job may have quite a different lifestyle (Kotler & Armstrong, 2008, p. 170). Lifestyle is different with personality. Lifestyle more showed how an individual's running life, how to spend the money, and how to spend the time. Then, personality more showed the internal characteristics. Although both was different concept, but in the characteristic of psychology inherent in an individual. Widely, lifestyle was defined as the way of life that was identified by how people spend the time (activities), what people consider important (interest), and what people thought about them (opinion). Lifestyle of society would be different from other communities. Even from time to time, lifestyle of an individual or communities would move dynamic. However, lifestyle did not change quickly, so that on a period of time, lifestyle would permanent relatively (Sutisna, 2002, p. 145).

D. The rate of consumption

Soediyono (1989) said that "The act of consumption was using of goods and services that ready to use to fulfill need". The main function of goods and services was fulfilling of the consumption directly (Soediyono, 1989). Consumption was divided into 2 (two), they were routine consumption and while consumption (Diulio, 1993). Routine consumption was buying or purchasing for goods and services continuously, than while consumption was purchasing for unexpected of routine consumption. According to Samuelson and Nordhaus (1996) said that "The consumption was spent for purchasing of goods and services to get the customer satisfaction or fulfill their needs". It can be concluded that the rate of consumption was done by individuals or students to purchase of goods and services, it done regularly or only while to fulfill their needs and get customer satisfaction.

E. GO-JEK

GO-JEK is a socially minded company which is leading to the revolution of motorcycle transportation industry. GO-JEK cooperates with the motorcycle riders experienced in Jakarta, Bandung, Bali and Surabaya and it becomes the main solution in the delivery of goods and travel in a traffic jam. GO-JEK Indonesia established in 2011 and it was an innovative social entrepreneurship to encourage changes in the informal transport sector in order to operate more professionally. GO-JEK

Management implements revenue sharing system with about 1000 motorcycle riders. The distribution was 80% of income for the motorcycle rider and 20% of it for GO-JEK.

By using the GO-JEK App; we can order the GO-JEK riders to access all of these services. Once you confirm the order, location-based technology we will find the closest rider position to you. Once a rider is assigned, you can see the rider photos, send SMS and call. Passengers can monitor where rider in nearby pick-up motorcycle. Then, masks and headgear will be provided free of charge to protect passengers from pollution. GO-JEK has officially operates in 10 major cities in Indonesia, including Jakarta, Bandung, Bali, Surabaya, Makassar, Yogyakarta, Medan, Semarang, Palembang and Balikpapan with development plans in other cities in the coming year. Until June 2016, Application GO-JEK's been downloaded by nearly 10 million times on Google Play on Android Operating System. Today, there is a review of IOS in the App Store. The following are some of the features of the service on the GO-JEK

- a) Instant messenger (GO-SEND)
- b) Transportation (GO-RIDE)
- c) Messages food (GO-FOOD)
- d) Shopping (GO-MART)
- e) Inter-item lot / large (GO-BOX)
- f) Clean-up (GO-CLEAN)
- g) Beauty (GO-GLAM)
- h) Massage / reflection (GO-MASSAGE)
- i) Trans Jakarta schedule, and a shuttle from / to the nearest bus stop (GO-BUSWAY)
- j) Book your ticket (GO-TIX)
- k) Car Transport (GO-CAR)

The trends of motorcycle online have increased in recent years with the increasing need for faster mode of transportation in Jakarta. Ease and speed of motorcycles message via applications and the speed of travel (travel time) becomes the key factor many motorcycle enthusiasts online. In addition, certainty and cheap tariffs for appeal and attract thousands of people to switch this mode of transportation.

METHODOLOGY

This study used a quantitative method. The object of this study at the Faculty of Economy, Universitas Negeri Semarang (UNNES), Semarang City. The subjects for this study were 100 undergraduates after using a GO-JEK's application and GO-JEK's services. This study used to investigate social media activeness, Indonesian lifestyle, and rate of consumption on GO-JEK's Usage Interest. It also examined impact Online Motorcycle Taxi for Conventional Motorcycle Taxi. Social Media Activeness variables (X_1) would be measured with indicators. The indicators of social media activeness were (1) No Shows, Newcomers, Onlookers (Observer), Cliques, Mixed-n-

Mangle, and Sparks (Tusyanah, 2015, p. 4). Indonesian Lifestyle variables (X_2) with the indicator, such as activity, Interest (interest), and opinions or opinion (Mandey, 2009, p. 94). Then, Rate of Consumption variables (X_3) with the indicators of food, beverages, tobacco, transportation costs lecture, Communication, Entertainment, dress, cosmetic and others (BPS, 2012). While GO-JEK's Usage Interest variable (Y) with the indicator of explorative interest (search for information), referential interest (recommendation to others), transactional interest (actions purchase), and made the Preferential interest (Home) (Ferdinand, 2002, p. 129).

The data collection method was measured of questionnaires and documentation. Instrument test was using the validity test and reliability test. Arikunto (2014, p. 211) explained that "the validity was a measure that showed the level of the validity of an instrument". The instrument test consists of 46 items questions to 30 respondents. Data analysis methods in this study was the double linier regression analysis, hypothesis test that using simultaneous test (F test), partial test (t test), simultaneous determination coefficient (R^2), and a determination to partial coefficient (r^2) and hypothesis test that using simultaneous test (F Test), partial test (t test), simultaneous determination coefficient (R^2), and a determination to partial coefficient (R^2) and descriptive analysis.

RESULTS

Multiple regression analysis in this study was used to know how much influence of social media activeness, Indonesian lifestyle, and rate of consumption on GO-JEK's usage interest. This study used multiple regression analysis SPSS 20. The result of multiple regression analysis can be seen in the table 3.

Table 3:
Multiple linier regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.402	.227		1.771	.080
1					
X_1	1.003	.010	.425	96.453	.000
X_2	.998	.007	.657	152.881	.000
X_3	.857	.057	.059	14.994	.000

a. Dependent Variable: Y

Based on the table 4.1 showed coefficient of each of the variables and constants were examined in this study was coefficient of X_1 (social media activeness) 1.003, the

coefficient of X_2 (Indonesian Lifestyle) 0.998, X_3 (rate of consumption) 0.857, and a constant 0.402. Thus the equation of this research was:

$$y = 0.402 + 1.003 X_1 + 0.998 X_2 + 0.857 X_3 + c$$

Simultaneous tests used to test the independent variables toward the dependent variables together with the level of the significance was $\alpha = 5\%$ or 0.05. The results of simultaneous tests can be seen in the table 4.

Table 4:
The simultaneous test (F Test)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4114.714	3	1371.571	28649.908	.000 ^b
1	Residual	4.596	96	.048		
	Total	4119.310	99			

a. Dependent Variable: Y

b. Predictors: (Constant), X_3 , X_2 , X_1

Based on the table 4.2 the value of F_{value} amounted 28649.908 with Sig. value of 0.000 at the 95% confidence level. While the value of F_{table} is equal 3.09 at $\alpha = 0.05$. Thus F_{value} (28649.908) > F_{table} (3.09) with significance value (0.000) < significance table (0.05). Based on the results of the F test, this hypothesis 1 (H_{a1}) was acceptable. Thus simultaneously the variables of Social Media Activeness, Indonesian Lifestyle, and Rate of Consumption have significant effect on GO-JEK's Usage Interest.

Table 5:
Partial Test Results (t Test)

Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.402	.227		1.771	.080
1	X_1	1.003	.010	.425	96.453	.000
	X_2	.998	.007	.657	152.881	.000
	X_3	.857	.057	.059	14.994	.000

a. Dependent Variable: Y

Test partial effect was done by using the t test. This test aims to determine whether the independent variable individually. Its provisions are, if $t_{\text{value}} > t_{\text{count}}$ at $\alpha = 0.05$ then the hypothesis was accepted. Whereas, if $t_{\text{value}} < t_{\text{count}}$ at $\alpha = 0.05$ then the hypothesis was rejected. The results of partial test in this study can be seen in table 5.

Based on the table 5 can be known that t_{values} of Social Media Activeness variables (X_1) was equal to 96.453 with significance $_{\text{value}}$ of 0.000. While the value of t_{table} on $\alpha = 0.05$ was equal 1.66071. That was $t_{\text{value}} (96.453) > t_{\text{table}} (1.66071)$ and the significance $_{\text{value}} (0.000) < \text{significance}_{\text{table}} (0.05)$. Then the hypothesis 2 (H_{a2}) was accepted, which means that individually Social Media Activeness variables has significant effect on GO-JEK's Usage Interest.

The variables of Indonesian Lifestyle (X_2) can be seen that t_{value} was equal to 152.881 with a significance $_{\text{value}}$ of 0.000. While the value of t_{table} on $\alpha = 0.05$ was equal 1.66071. That was $t_{\text{value}} (152.881) > t_{\text{table}} (1.66071)$ and the significance $_{\text{value}} (0.000) < \text{significance}_{\text{table}} (0.05)$. Then the decision received of hypothesis 3 (H_{a3}), which means that individually Indonesian Lifestyle variables (X_2) has significant effect on GO-JEK's Usage Interest variable (Y). T_{value} of X_3 variables (Rate of Consumption) was equal 14.994 with significance value of 0.000. Thus hypothesis 4 (H_{a4}) was accepted, which means that individually Rate of Consumption Variables (X_3) has significant effect on GO-JEK's Usage Interest (Y).

The coefficient of determination (R^2) was used to measure how far the ability of the model to explain variations in the dependent variable (Ghozali, 2011, p. 97). The coefficient of determination between zero and one. According to Sugiyono (2013), guidelines to make interpretation determination R^2 coefficient was 0.000 to 0.199 (very low); 0.20 to 0.399 (low); 0.40 to 0.599 (medium); 0.60 to 0.799 (strong); 0/80 to 1.000 (very strong).

Table 6:
The results of the Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.999	.999	.219

a. Predictors: (Constant), X_3 , X_2 , X_1

b. Dependent Variable: Y

Based on the table 6 showed that R^2 value was equal 0.999 or 99.9%. This indicates that the ability of the model in explaining the dependent variable are in a very strong level. This result showed that only 99.9% of dependent variable (GO-JEK's Usage

Interest) can be explained by the three independent variables in this study, namely Social Media Activeness, Indonesian Lifestyle, and Rate of Consumption.

The determination coefficient partial (r^2) used to know the contributions or the greatness of the contribution of each independent variable namely X_1 , X_2 , and X_3 and dependent variable namely Y . The result of determination coefficient partial (r^2) can be seen in the table 7.

Table 7:
The results of the determination coefficient partial (r^2)

Model	Correlations		
	Zero-order	Partial	Part
(Constant)			
1 X_1	.839	.995	.329
X_2	.931	.998	.521
X_3	.521	.837	.051

Based on the table 7, the greatness of the influence of social media activeness on GO-JEK's usage interest is 0.995 or 99.01%. The greatness of the influence of Indonesian lifestyle to GO-JEK's usage interest is 0.998 or 99.60%. The greatness of the influence of rate of consumption to GO-JEK's usage interest is 0.837 or 70.05%. The descriptive analysis used to know the description of the answers respondents. Now the descriptive analysis in this study can be seen in the table 8.

Table 8:
Descriptive Analysis emphasize of the social media activeness variables

Interval (%)	Criteria	Frequency	Percentage
81,25%-100%	Very Good	24	24%
62,49%-81,24%	Good	19	19%
43.73%-62.48%	Good enough	21	21%
< 43.72%	Less Good	36	36%
Total		100	100%

Based on the table 8 can be known that from 100 respondents obtained a description of the variables emphasize social media activeness: 24 respondents assess how active social media activeness with very good criteria, 19 respondents assess with good criteria, 21 respondents assess with enough criteria, and 36 respondents assess the criteria less good.

Based on the table 9. can be known that from 100 respondents obtained a description of the lifestyle variables: 19 respondents assess lifestyle with very good criteria, 20 respondents assess with good criteria, 19 respondents assess with enough criteria, and 42 respondents assess the criteria less good.

Table 9:
Descriptive Analysis of Indonesian Lifestyle

Interval (%)	Criteria	Frequency	Percentage
81,25%-100%	Very Good	19	19%
62,49%-81,24%	Good	20	20%
43.73%-62.48%	Good enough	19	19%
< 43.72%	Less Good	42	42%
Total		100	100%

Based on the table 10 can be known that from 100 respondents obtained a description of the variables consumption level: 29 respondents assess the consumption level with very good criteria, 22 respondents assess with good criteria, 7 respondents assess with enough criteria, and 42 respondents assess the criteria less good.

Table 10:
Descriptive Analysis of Rate of Consumption

Interval (%)	Criteria	Frequency	Percentage
81,25%-100%	Very Good	29	29%
62,49%-81,24%	Good	22	22%
43.73%-62.48%	Good enough	7	7%
< 43.72%	Less Good	42	42%
Total		100	100%

a. **The influence of social media activeness, Indonesian lifestyle, and rate of consumption on GO-JEK's usage interest.** Based on the results of the data analysis, the result of hypothesis test with F test can be known that F_{count} was equal to 28649.908 with Significance $_{\text{value}}$ of 0.000, while the significance $_{\text{value}}$ less than 0.05, then H_0 was rejected and H_{a1} was recieved. This showed that the Social Media Activeness, Indonesian Lifestyle, and Rate of Consumption has significant effect on GO-JEK's Usage Interest was 99.9%.

b. **The influence of social media activeness on GO-JEK's usage interest.** Social Media Activeness Variables had an effect on GO-JEK's Usage Interest either simultaneously or partial. Based on the hypothesis test that has been done shows t_{count} of 0.995 with the significance value of $0.000 < 0.05$, so H_{a2} was accepted and H_0 was rejected, which mean that Social Media Activeness variables (X_1) has a positive effect on GO-JEK's usage interest (Y) significantly. This means that the increased of Social Media Activeness would be increasing of GO-JEK's usage interest. The greatness of the influence of Social Media Activeness variables (X_1) of 99.60%.

c. **The influence of Indonesian lifestyle on GO-JEK's usage interest.** The influence of Indonesian lifestyle variables (X_2) toward GO-JEK's usage interest (Y) was 99.60% obtained from the determination coefficient partial. When we saw from the results of the partial test, t_{value} of Indonesian variables (X_2) was 152.881 greater than t_{table} 1.66071. Then the hypothesis 3 (H_{a3}) was accepted, which means that Indonesian lifestyle has positive effect on GO-JEK's usage interest. This result has similar findings with previous research conducted by Kim Rao and Cho (2000) in the research of Long-Yi Lin (2011), which strengthen the Lifestyle theory (Mandey 2009, p. 94) and the theory of interest (Hellier et al, 2003), where the lifestyle has an important role in consumer buying interest, and to show that followed the latest lifestyle required to support the increase in the interest of the use of GO-JEK.

d. **The influence of rate of consumption on GO-JEK's usage interest.** The influence of rate of consumption on GO-JEK's Usage Interest of 70.05% obtained from the results of the determination coefficient Partial. Based on the hypothesis test result showed that t_{value} of rate of consumption variables (X_3) was $14.994 > t_{\text{table}}$ 1.66071. Thus the hypothesis was received, which means that Rate of consumption has influence and positive effect on GO-JEK's usage interest. This was accordance with the research results from Suhartati (2012), which strengthen the attribute approach theory of Lancaster and the consumption theory of Keynes. According to Lancaster (in Suhartati & Fathorrazi, 2012, p. 80-83) explained that the interesting of consumers in buying was not only because of the value of the purpose of the product, but because the characteristics or attributes that were provided in the product (Suhartati & Fathorrazi, 2012, p. 80-83). While according to the consumption theory of Keynes explained that the tendency of the interest of the average consumption will be down when revenue rose did not occur (Mankiw, 2007, p. 449). This showed that the higher income does not affect the level of consumption, so that the GO-JEKs usage interest was not influenced by decreasing the amount of income.

CONCLUSION

The conclusion of this study was having an influence of the social media activeness, Indonesian lifestyle, and rate of consumption on GO-JEK's usage interest, both simultaneously and partially. Therefore, it was suggested for conventional motorcycle riders to improve the services, because the reason of passengers chooses GO-JEK was because it gives them the prestige and ease. Besides that, the riders of

conventional motorcycle should also provide information about the rate. On the Indonesian lifestyle variables found the driver should provide the security facilities for passengers, riders not only provided facilities like helmet but also they could provide facilities like mask for face. This effort provided excellent service for the customer. While the rate of consumption variables found that the amount of income did not affect for the consumption of costumer's interest. It showed that the driver should renew and compete the rate with other online motorcycle taxi transportation.

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The Influence of *Instagram* Related to Indonesian Young Generation Consumer Behavior

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Abstract: Social media becomes one of the important things for people nowadays especially for young generation to see the world in one worldwide screen. Netizen not only use it for communication, but also for promoting and buying any kind of goods. The most popular social media used by young generation nowadays is Instagram since it is always successfully attracting due to the simplicity. Without realizing, since products have been prevalently promoted through Instagram, many entrepreneurs have been successful to broaden their markets. Furthermore, youth as the most users are predicted as the most consumers. Thus, this study aims to investigate the influence of Instagram to young generation particularly college students in Universitas Negeri Malang consumer behavior. The data were collected through a questionnaire survey distributed to Faculty of Letters' students who are Instagram users. The researchers are motivated by a reference from previous related study conducted by Kacprzak-Choińska (2011) while creating the questionnaire.

Key words: Instagram, young generation, consumer behavior

Abstrak: Media sosial menjadi salah satu hal yang penting bagi masyarakat saat ini terutama bagi para generasi muda untuk melihat dunia dalam satu layar yang dapat melihat dunia. Pengguna internet tidak hanya menggunakannya untuk melakukan komunikasi, tetapi juga untuk mempromosikan dan membeli berbagai macam barang dan kebutuhan. Media sosial yang paling populer digunakan generasi muda saat ini adalah Instagram karena ia telah mampu menarik perhatian para penggunanya dengan kesederhanaan cara pengoperasiannya dan berbagai fitur didalamnya. Tanpa disadari, karena banyaknya produk yang telah dipromosikan melalui Instagram, banyak pengusaha telah berhasil memperluas pemasaran mereka. Selain itu, generasi muda diprediksi menjadi konsumen terbanyak atas produk-produk tersebut. Dengan demikian, penelitian ini bertujuan untuk mengetahui pengaruh Instagram terhadap perilaku konsumen generasi muda khususnya mahasiswa di Universitas Negeri Malang. Data dari penelitian ini dikumpulkan melalui survei kuesioner yang disebarkan ke mahasiswa Fakultas Sastra Universitas Negeri Malang yang merupakan pengguna Instagram. Peneliti

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termotivasi dari kuisioner yang sebelumnya dibuat oleh Kacprzak-Choińska (2011) dalam pengerjaan kuisionernya.

Kata kunci: *Instagram, generasi muda, perilaku konsumsi*

INTRODUCTION

Social media has grown massively since the past ten years. Over 2 billion user accounts exist across all social media platforms around the world representing 29 percent of the world's total population of 7.21 billion, as well as two-thirds of all Internet users globally World Newsmedia Network, (2015). With this massive growth, the use of social media also becomes vary. The main function of social media before is to communicate with other people especially with people in a far distance. Now, the function of social media is not as simple as that main function. It becomes broader. As it is stated by Hennig-Thurau et al (2004), the role of social media changes into the way how the marketers and consumers communicate. Based on this statement, it can be concluded that social media nowadays become a medium of communication between sellers and buyers not only for communication between people in a far distance.

Social media has played a big role in the era of technology nowadays. Young generations who are the generation that always follow the development of technology almost cannot avoid it. However, it does not become surprising news that young generations are the most users of social media. It is stated in Pew Research Center by Greenwood et al (2016) that the most users of Instagram in USA are the younger adults whose ages are between 18-29 years old with the percentage of 59%. Besides that, based on the previous survey done by Pew Research Center, it was stated that the women Instagram users are more than the men Instagram users with the percentage of 385% vs 26%.

Instagram as a common social media is used to show off the best and prettiest moments, has become a new gap in the field of economy in terms of marketing strategy. Instagram has been able to steal the opportunity to attract the attention of potential customers with the offer of various products as an answer to the needs, especially young people. Reported from Pew Research Center (2016) that the most Instagram users are dominated by young people with an age between 18-29 years old and it gives influences for them especially their consumer behavior.

This study will find out the influence of the using of social media especially Instagram to the young generation's consumer behavior. In this paper, the opening section will explain about the background of the topic chosen and followed by literature review. Then, the researchers will explain the methodology used to get the data and followed by the result. At the end of the section, the researchers will provide conclusion, limitation and some directions for future study.

LITERATURE REVIEW

There are numerous social media platforms today. Those social media platforms are Twitter, Facebook, Instagram, Pinterest, LinkedIn, and many others. However, among all of social media sites, Instagram, a mobile photo (and video) capturing and sharing service, has an impressive growth despite it is relatively new. Since its launch in October 2010, it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far Hu et al (2013). Uniquely, different from other social media sites, Instagram use is especially high among younger adults. Roughly six-in-ten online adults ages 18-29 (59%) use Instagram, nearly double the share among 30- to 49-year-olds (33%) and more than seven times the share among those 65 and older (8%) Greenwood et al (2016).

Since Instagram is highly used among young generation, many entrepreneurs see an opportunity to broaden their market on Instagram. Furthermore, youth as the most users are predicted as the most consumers. Therefore, entrepreneurs and retailers prevalently promote their products on Instagram in case to get the more income as social media has a unique aspect in advertising and promotion Hanna et al (2011). To promote their products, many entrepreneurs pay some models who are the well-known people among society to use their products. All of the Instagram users can easily look for the products they produced. That is why selling products on Instagram can be one of the most effective ways for the entrepreneurs/ sellers nowadays with the target Young Generations that today is also called millennial generation. This thing can be a positive effect of the Instagram using especially for entrepreneurs/sellers.

However, beside of that that marketing effect which can be a benefit for the sellers, there is another thing to be known that occurs because of the using of Instagram for Young Generation especially. For Young Generation, there might be no day without opening Instagram. Young Generation who Instagram users may upload every story they have every day to let their friends know what they are doing or what they are experiencing. Not only that, but also they may look for someone they like or someone that become their idols. Usually, by looking for all of those kind of activities the Instagram users will look at what someone is wearing or using like dress, skirt, T-shirt and many others. This kind of behavior may give influence to the Young Generation's consumer behavior.

Despite the popularity of Instagram, little study has been focused on the influence of Instagram to Indonesian Young Generation Consumer Behavior. Therefore, this study will investigate the influence of Instagram to young generation particularly college students in Universitas Negeri Malang, specifically Faculty of Letters' students. Faculty of Letters is selected because it consists of majors who learns about cultures inside and outside Indonesia. There are five departments in Faculty of Letters in Universitas Negeri Malang. They are Indonesian literature, English literature, Arabic literature, German literature, and Art and design literature. The researchers assume that different cultures the Faculty of Letters students are learning

may affect their consumer behaviors. That is why the researchers chose the students of Faculty of Letters to be the subject of this study.

METHODOLOGY

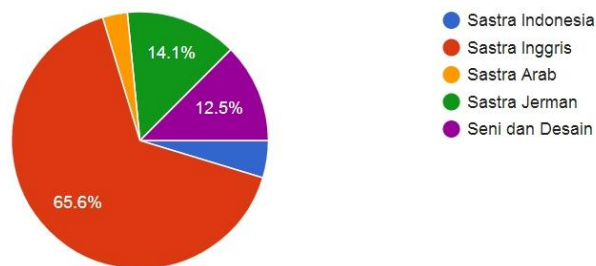
To collect the data for this study, the researchers used survey. The data were collected through a questionnaire survey distributed to Faculty of Letter's students who are Instagram users. The subjects in this study were 64 Faculty of Letters' students. They were randomly selected. The questionnaire was modified by the researchers in order to get the data intended. However, the researchers are motivated by a reference from previous related study conducted by Kacprzak-Choińska (2011). The questionnaire consists of four multiple-choice questions and seven statements. The categories of the questionnaire include the major they are in, their frequency of opening Instagram in a day, the online shops they are following, the consumer attitudes the presence of Instagram as a new online platform of marketing matter. The survey form is distributed online and using Bahasa Indonesia as it is intended to prevent misunderstanding between the target respondents coming from five departments in Faculty of Letters: Indonesia Department, English Department, Arabic Department, Germany Department, and Art and Design Department.

RESULTS

After forty-eight hours of opening the online survey, the researchers have finally reached only 64 participants who had sincerely spared their one minutes to fill the survey form. It is actually somehow disappointing reflecting that most of people, particularly students of Faculty of Letters, have weak attention and are quite reluctant to fill any kind of survey. This generalization is based on the researchers' real experiences witnessing their surroundings that often complain and often ignore a survey distributed online or offline (printed). Even if there are any rewards such as free beverages, free meals, or free stationary, there is still no guarantee to gain perfect data as intended.

Survey indeed has disadvantages that the researchers have found in practice. Beside the aforementioned shortcoming above, a survey may have discouraged respondent who provide inaccurate answer and also having those who may not feel comfortable providing answers that present themselves in a unfavorable manner. Finally, possible inappropriate questions can be found. It is due to the standardized inquiries. The researchers are somewhat predisposed to create general questions to accommodate the general population, though not all the questions will appear appropriate as they should be.

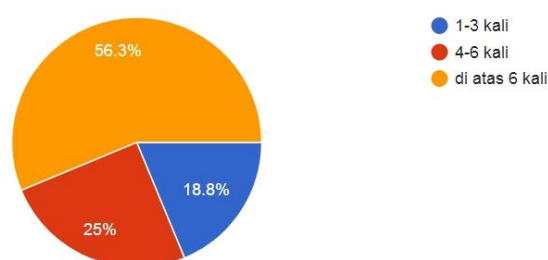
Figure 1:
The proportion of survey respondent



Furthermore, these sixty-four participants are from five departments in Faculty of Letters. They are Indonesia Department, English Department, Arabic Department, Germany Department, and Art and Design Department. The proportion of respondent is not evenly reached into real practice. The researchers assume that this phenomenon occurred due to reluctance and personal business the target respondents had during the process of survey distribution. Though survey has been passed out through broadcast, which means it is received in personal chat room, their reluctances do not seem to be healed. Thus, the researchers' intention and target to reach even participation from each department seems to be fall through. Figure 1 is the pie showing color of each department.

The least respondent comes from Arabic Department with the percentage 3,1% which consists of merely two respondents. In fact, the survey had been distributed to more than two students. Next, the low rank is followed by Indonesian Department with the margin of 1,6%. The percentage is 4,7% which consists of, again, merely three respondents. With the difference of five people, Art and Design Department could yield 8 students to take part. Followed by Germany Department, the respondents are 9 students with the percentage 14,1%. The most respondents come from English Department with the percentage 65,6%. The margin from previous departments is significant enough that the researchers presume it happens due to the friendship bond that the researchers have with the target respondents. Forty-two is the number of students who have willingly filled the survey form.

Figure 2:
The percentage showing how often the respondents open Instagram feed



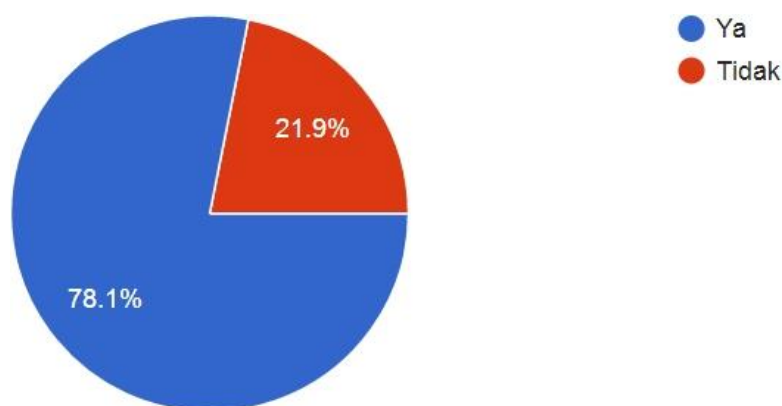
The following explanation will depend on the Figure 2 as shown above. The discussion will be about how often they open Instagram feed in a day. The data shows that only 18,8% respondents who are categorized to be a bit rare operating their

Instagram within twenty-four hours. It means only twelve students who do Instagramming only once up to three times in a day. This fact arises another possibility that probably there are some who do not usually open Instagram in one day. Probably, there are some who only play it several times within a week or even a month. It is a very possible probability. Then the number of those who do a bit often is increasing.

There are 25% respondents which equals to 16 students who operate the purple-iconed application four up to six times in a day. Another part of the data shows that 56,3 % respondents scroll their Instagram feeds more than six times in a day. This fact has turned the researchers to conclude that Instagram has been the most-coveted social media within millennial generation nowadays. Most of young people will open Instagram to see virtual life in their leisure time and not. Those who take a look at Instagram feed do not necessarily post something to revive their own feeds, but they are more to see the updates: what people are up to every day. Moreover, it is not only scrolling up and down that users can easily do today but also sliding rightward to see users' story which will be automatically disappeared after twenty-four hours.

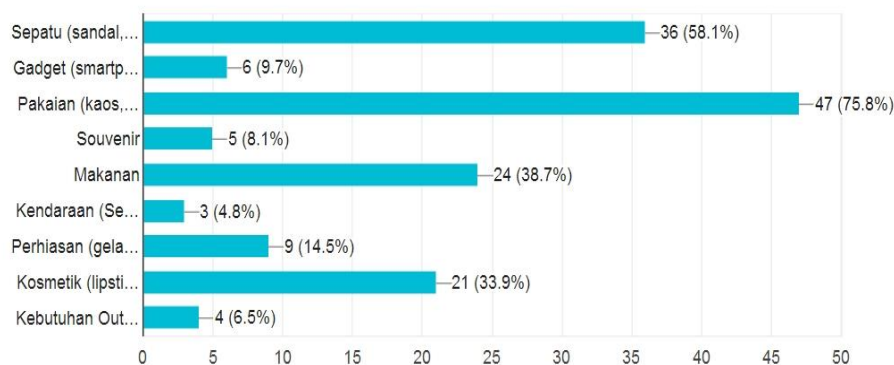
Besides figuring out how often the respondents have an access to Instagram, the researchers also find out that 78.1% respondents have followed an online shop account in Instagram. Fifty students are saying yes and the rest fourteen have not followed an online shop account. See Figure 3. It means that more than a half of the total respondents are positive to get updates from the accounts selling products.

Figure 3:
The percentage of the respondents who are following online shop account in Instagram



Furthermore, the category which stands out to be the most-coveted good is fashion (see Figure 4). Fashion comprises of outfit, jeans, skirt, long dress, T-shirt, and hijab since Indonesia is the country with the most Moslem in the world. After that, there are shoes as the second favorite category in online shop through Instagram. Shoes category includes formal shoes, sandals, flat shoes, sneakers, and any other kinds of shoes. After shoes there is food category which seems to be sought out by the users.

Figure 4:
The online shop category that the respondents usually follow



The food feed has been very tempting to persuade the viewers to go to the promoted outlet and have a taste by themselves. Usually the food is garnished and shot very carefully to gain very eye-catching and saliva-producing images. Then the least interesting category is vehicle including bicycle, motorbike, and car. Only three have responded to choose it. The researchers assume the reason underlying this is that some students are living in the boarding house nearby campus so that they are used to walking. Also preferring to go to official outlet such AHASS and YAMAHA is more common than purchasing these things through online shop.

Based on the Figure 4, the researchers would like to show the result of next question column which in Google Form called Tick Grid section. In this section, there are fourteen statements provided using first point of view subject positioning. Then the respondents should respond either they are on the same side as the statements or not, by ticking either yes or no. The first statement is “*Saya mengutamakan merek produk yang saya beli di Instagram*” to find out whether their daily needs lingers on a certain brand. The data shows that there are 27 students prioritize the brand of needs-purchasing. Thirty-seven say the opposite that they do not really care about the brand. This result is somewhat interesting because between youth, brand is such a matter to defend self-confidence. Brand is usually pertained to the quality of the goods, though in some experiences it does not go like it should be. The researchers assume that the 37 students who say ‘no’ for this statement has chosen to be wiser by considering the price, their daily or monthly priority, or even the customers’ testimonial to prove the suitability of the products for them.

However, regarding to needs priority, 36 students are not on the track of prioritizing in order of importance. The statement saying “*Saya membeli barang di Instagram untuk memenuhi prioritas kebutuhan*” is also provided in the questionnaire. The data shows that only 28 students have tried to fulfil their prioritized needs by buying the things via online shop account. It shows that majority of the respondents still use their money for secondary or tertiary needs. It shows that consumptive behavior is still there in university students’ life.

The above phenomenon is most likely influenced by a marketing strategy that can get to them. Marketing strategy can give priority to the needs of respondents and pay attention to make a pleasant promotion on Instagram that is able to make people interested to buy the product. Ultimately, the desire to have it because of lust has come to control over the necessity to meet the needs. Survey data also supports this fact; it is proven by 39 respondents admitting that they are tempted to buy a product because the ads are interesting.

Talking about the ad, there are two methods manufactures can do in Instagram, which brings out poster ads and short video with duration under a minute. The survey result shows that the interest of respondents both types of ads is different. Thirty-two respondents expressed they are more interested in advertisement in the form of a short video and thirty-two others said no. Then on the statement "*Saya tertarik dengan iklan yang digunakan dalam bentuk gambar*" forty-two respondents said they are interested and 21 others said they are not interested in advertising packaged in the form of two-dimensional images. When the researchers examined more closely, there is a margin of 11 indicating that there are 11 respondents who are interested in the form of ads in posters and also short video.

In addition to ads that can attract buyers, another factor that affects consumer behavior is testimony. Testimonial is "a statement about the character or qualities of someone or something" Cambridge Advanced Learner's Dictionary (2008). The opinion of others about a product that has been used can move the hearts of potential consumers to become consumers on the same product if the testimony was positive. Regarding to this testimony, the researchers split it into two conditions. First, respondents are tempted to buy after obtaining positive testimony from others. Secondly, respondents look for testimonials of a product before deciding to buy it with the aim of seeking the opinion of consumers who have first used a product.

Responding to the first condition, which is tempted to buy after hearing positive testimony of others, the survey results stated that 11 respondents admitted tempt to buy after obtaining positive testimony from the program. In almost similar statements, 33 respondents feel tempted to buy if they get positive testimony from their own friends. So in short, the opinion of a friend is further a consideration than the opinion of the programmers who usually receive endorsement to promote a product. This is also done by the manufacturer with the assumption that the loyal followers will use the products used by public figures. Social media has an opportunity to engage and interact with the consumers and create a good relationship with consumers Mersey et al (2010). That is why the manufacturer has that kind of assumption.

Subsequently responding to the second condition in which respondents seek testimony before deciding to buy a product. There are 42 respondents who do this. They seek the opinions of consumers who have already purchased and used a product before deciding to buy or cancel. The effect of this testimony is mouth to mouth promotion which has seemed to be quite influential and beneficial towards the manufacturer. In addition to the testimonials that respondents can get from their own friends, testimonials from consumers who live in distant places can also be seen by

uploading personal chat rooms between sales with consumers who showcased satisfaction to service and product quality. With the screenshot feature on the smartphone, the conversation about consumer opinions can be enshrined and shared so that many people can see it. This can affect anyone who can read positive feedback from consumers who comes from everywhere.

Fourty-eight respondents stated agree with "*Terkadang saya mencari produk yang saya butuhkan di Instagram*". This means Instagram has become a reference platform for searching for needs other than traditional markets, supermarkets, and website-based online shop. Even so, 25 respondents claimed to have experienced disappointment because the original product received does not match the prototype advertised.

Followed by the statement "*Menurut saya perilaku konsumen pengguna Instagram lain dapat mempengaruhi perilaku saya dalam mengonsumsi barang yang serupa digunakan oleh dia*" obtained agreed by 24 students and not approved by 42 students. This means there are some people whose consumer behavior is affected by other Instagram users when buying or using a product.

CONCLUSION

Based on the survey that was done to the Faculty of Letters students, it can be concluded that Instagram gives influences to the young generation's consumer behavior as the Instagram users can find many pictures and testimonial from people in Instagram. Instagram also becomes a medium to look for the things the respondents need. However, the testimonial from idols or actress does not become a big influence for the respondents to buy things they want in this study. It has to put in a line that the generalization of this conclusion is not an absolute generalization as the sample of this study does not have the same portion and some respondents tend to be reluctant.

For further consideration, in doing a study, it is very quintessential to provide limitations. Limitation does not only yield an easiness for the researchers but also give a clear line of what data is being analyzed. With only sixty-four respondents, the researchers then could not generalize the findings to the general students of Faculty of Letters. For a further study, the researcher needs to provide some more reasons in choosing the population or sample of their study also in pushing the effort to reach adequate number of sample out of the population intended. The further preparation before giving the questionnaire for the respondents is also needed as a suggestion for the further study.

However, the bias revealed from the number of respondents taking part in this survey. English Department undoubtedly dominates the whole respondents. The researchers then become slightly discouraged that the result should define the representative of general population (students of Faculty of Letters year 2014).

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APPENDICES

QUESTION RESPONSES

Pengaruh Instagram Pada Perilaku Konsumen Mahasiswa Fakultas Sastra UM Angkatan 2014

Halo! Terima kasih sudah meluangkan waktunya untuk membuka laman ini. Form kuisioner ini bertujuan untuk mengumpulkan informasi mengenai perilaku konsumen mahasiswa FS UM'14 melalui Instagram. Silahkan diisi dengan jujur ya!

Kamu dari jurusan apa?

☐ Sastra Indonesia

☐ Sastra Inggris

Multiple choice

Kamu dari jurusan apa?

☒ Multiple choice

☐ Sastra Indonesia

X

☐ Sastra Inggris

X

☐ Sastra Arab

X

☐ Sastra Jerman

X

☐ Seni dan Desain

X

☐ Add option or [ADD "OTHER"](#)

Required ☒

Required ☒

Seberapa seringkah kamu membuka Instagram dalam sehari?

*

☐ 1-3 kali

☐ 4-6 kali

☐ di atas 6 kali

Apakah kamu mengikuti sebuah/beberapa akun Online Shop?

*

☐ Ya

☐ Tidak

Online Shop apa saja yang pernah kamu ikuti?

*

Online Shop apa saja yang pernah kamu ikuti? *

Boleh lebih dari satu

- ☐ Sepatu (sandal, sepatu sandal, sneakers, dsb)
- ☐ Gadget (smartphone, tab, camera, iPod, dsb)
- ☐ Pakaian (kaos, kemeja, celana, rok, jilbab, dress, jaket, dsb)
- ☐ Souvenir
- ☐ Makanan
- ☐ Kendaraan (Sepeda, motor, mobil, dsb)
- ☐ Perhiasan (gelang, cincin, jam tangan, kalung, bros, tas dsb)
- ☐ Kosmetik (lipstick, lipgloss, bedak, pelembab, masker, sabun, dsb)
- ☐ Kebutuhan Outdoor (tenda, carrier, dsb)

Silahkan pilih "Ya" atau "Tidak" untuk pernyataan-pernyataan di bawah ini dengan jujur ya :) *

	Ya	Tidak
Saya mengutamakan merek produk yang saya beli di Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Membeli barang di Instagram memberikan saya kesenangan tersendiri	<input type="checkbox"/>	<input type="checkbox"/>
Terkadang saya tergoda membeli produk karena iklan yang menarik di Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Terkadang saya mencari produk yang saya butuhkan di Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Terkadang saya mencari produk yang sering digunakan teman di Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Terkadang saya tergoda membeli sebuah produk karena melihat testimoni yang positif dari teman saya	<input type="checkbox"/>	<input type="checkbox"/>
Terkadang saya tergoda membeli sebuah produk karena melihat testimoni yang positif dari selebgram	<input type="checkbox"/>	<input type="checkbox"/>
Saya mencari testimoni orang lain terlebih dahulu sebelum membeli sebuah produk	<input type="checkbox"/>	<input type="checkbox"/>

karena melihat testimoni yang positif dari teman saya		
Terkadang saya tergoda membeli sebuah produk karena melihat testimoni yang positif dari selebgram	<input type="checkbox"/>	<input type="checkbox"/>
Saya mencari testimoni orang lain terlebih dahulu sebelum membeli sebuah produk	<input type="checkbox"/>	<input type="checkbox"/>
Saya tertarik dengan iklan yang dipaparkan dalam bentuk video singkat	<input type="checkbox"/>	<input type="checkbox"/>
Saya tertarik dengan iklan yang dipaparkan dalam bentuk gambar	<input type="checkbox"/>	<input type="checkbox"/>
Saya membeli barang di Instagram untuk merasa lebih baik	<input type="checkbox"/>	<input type="checkbox"/>
Saya membeli barang di Instagram untuk memenuhi prioritas kebutuhan	<input type="checkbox"/>	<input type="checkbox"/>
Saya pernah kecewa karena barang asli tidak sesuai dengan iklan di Instagram	<input type="checkbox"/>	<input type="checkbox"/>
Menurut saya perilaku konsumen pengguna Instagram lain dapat mempengaruhi perilaku saya dalam mengonsumsi barang yang serupa digunakan oleh dia	<input type="checkbox"/>	<input type="checkbox"/>

The Archetypal Journey of Katniss Everdeen in *The Hunger Games* Novel Trilogy

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Abstract: This research looks at the work of Suzanne Collins' *The Hunger Games* Novel Trilogy. The trilogy tells about a girl named Katniss Everdeen who lives in a dystopian future of Panem which is ruled by a tyrannical leader, President Snow. In his regiment, there is an annual game called *Hunger Games* which involves randomly chosen twenty-four teenagers of Panem's twelve districts. The teenagers are later called tributes. The game requires tributes to kill each other in order to win. Katniss, who lives in district twelve, goes on a heroic journey after she chooses to volunteer as a tribute in the game. By going on this journey, she becomes the heroine of Panem and frees the country from tyranny. Katniss' character proves the existence of archetype because what she goes through in her journey conforms to Joseph Campbell's Hero's Journey theory. The Hero's Journey theory is applied to Katniss' character through the trilogy to explain how she achieves her title as a heroine. The theory consists of three passages that are divided in the total of seventeen stages. Although there are seventeen stages in the theory, Katniss only goes through sixteen stages. The only stage that Katniss does not experience is the Refusal of the Call at the Departure passage. At the Initiation passage, the plot runs nonconsecutively to Hero's Journey stages. Nevertheless, Katniss still experiences the majority sixteen out of the seventeen stages that this amplifies the fact that she is indeed a heroine.

Key words: *The Hunger Games*, archetype, Hero's Journey

Abstrak: Penelitian ini menganalisa Novel Trilogi *The Hunger Games* karya Suzanne Collins. Trilogi tersebut menceritakan tentang seorang gadis bernama Katniss Everdeen yang tinggal di dunia dystopia masa depan bernama Panem, yang diperintah oleh seorang pemimpin tirani bernama President Snow. Dalam pemerintahannya, digelar sebuah game tahunan, *Hunger Games*, yang melibatkan dua puluh empat remaja dari dua belas distrik di Panem yang dipilih secara acak. Para remaja ini disebut tribute. Permainan ini membutuhkan para tribute untuk saling membunuh untuk meraih kemenangan. Katniss, yang tinggal di distrik dua belas melakukan perjalanan heroik setelah dia memilih untuk menjadi tribute sukarelawan dalam permainan tersebut. Dalam perjalanan ini, Katniss menjadi pahlawan Panem dan membebaskan negara dari tirani. Karakter Katniss membuktikan adanya pola archetype karena apa yang dia jalani dalam

perjalanannya sesuai dengan teori *Hero's Journey* milik Joseph Campbell. Teori *Hero's Journey* diterapkan pada karakter Katniss di sepanjang trilogi untuk menjelaskan tentang bagaimana dia meraih gelar sebagai pahlawan wanita. Teori ini terdiri dari tiga bagian yang terbagi dalam total tujuh belas tahap. Meskipun terdapat tujuh belas tahap dalam teori tersebut, Katniss hanya melewati enam belas tahap. Satu-satunya tahap yang tidak dialami oleh Katniss adalah tahap *Refusal of the Call* di bagian *Departure*. Pada bagian *Initiation*, plot cerita berjalan secara tidak berurutan dengan tahapan pada *Hero's Journey*. Bagaimanapun, Katniss masih menjalani enam belas dari tujuh belas tahap yang menguatkan fakta bahwa dia adalah seorang pahlawan wanita.

Kata kunci: *The Hunger Games*, archetype, *Hero's Journey*

INTRODUCTION

The Hunger Games novel trilogy is written by Suzanne Collins. In terms of the content, *The Hunger Games* Trilogy is a typical dystopian novel which is full of violence, fights and wars, depicting a dark dystopian future. Dystopia means “worse than the society in which the reader lived” (Claeys & Sargent, 1999, p. 2). Yet lately, dystopian novels like *The Hunger Games* Trilogy have “dominated the young adult –better known as YA- bestseller lists” (Donston-Miller, 2014).

Katniss Everdeen the main character is a sixteen-year old girl who lives in district 12 of Panem. She is an independent girl who struggles to live in a Post-apocalyptic World of future named Panem. It is a country that comprises North America. The country was built after a civil war called Dark Days. In Panem, Katniss just wants to survive from daily life misery and hunger. She is the breadwinner in her family as she needs to take care of her family. However, her ordinary life changes when she volunteers to replace her sister to play a deadly game called *The Hunger Games*.

Fictional heroine in novels actually has shown certain patterns as proven by previous studies on Heroes and their archetypes. Joseph Campbell (2004) with his theory of *The Hero's Journey*. Joseph Campbell (2004) finds structural elements on mythical heroes that he sees throughout the storylines of myths. These structured-storylines or patterns Campbell (2004) calls as “The Monomyth” which is then developed into “The Seventeen Stages of the Hero's Journey.” Campbell's Monomyth (2004) can be seen in the journey of Katniss Everdeen in becoming the heroine in *The Hunger Games*.

There are some previous studies about *The Hunger Games*. The first studies is written by Utomo (2015) entitled *The Master and Slave in The Movie "Hunger Games"* and the second one is written by Nikmah (2014) entitled *The Representation of Heroine's Myth by "Katniss" in The Hunger Games Movie*. Utomo studies *The Hunger Games* movie, an adaptation from the Novel Trilogy. The result of the analysis is that Capitol or the capital city of Panem acts as the master and Panem acts as the slave (Utomo, 2015). Nikmah's research studies the character of Katniss Everdeen using Campbell's Hero's

Journey which she refers as The Hero's Myth and the symbols in *The Hunger Games* movie. In her research, she finds fourteen out of seventeen stages. Nikmah concludes that Katniss' character fits as a hero (Nikmah, 2014). Nevertheless, using the same character and theory, this research use all of the seventeen stages to the Novel Trilogy and will not include the study of the symbols in order to focus on one matter. While most researches analyze the movie, this research will analyze the novels instead, not just one but the whole trilogy as a unity to Katniss' Journey to bring out a more detailed and concrete result of Katniss' character based on Hero's Journey theory by Joseph Campbell (2004).

LITERATURE REVIEW

A. Archetypes

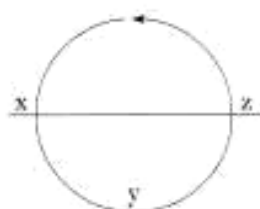
Hero and heroine figures in literature have patterns. Those patterns are called archetype. Archetype means "a representation of the Irrepresentable" (Campbell, 2004). A pattern, copied form, typical form that do not indicated directly in the story, but implied through the elements of the stories describe of archetype is. Archetypes usually could be found "throughout the annals of human culture, the basic images of ritual, mythology, and vision" (Campbell, 2004). By absorbing a story and finding the archetypes, we are allowed "to get in touch with our true selves, since they represent what we seek to be, which in turn accesses true self-concept and leads to enhanced meaning in life" (Shadraconis, 2013).

B. The Hero's Journey

In 1949, a book entitled *The Hero with a Thousand Faces* was firstly published. The book was written by Joseph Campbell (1904 - 1987). Through his life, Joseph Campbell as a mythologist had discovered many theories and concepts about myths and heroes. One of the theories that is widely known is The Monomyth or usually referred to The Hero's Journey which is explained in *The Hero with a Thousand Faces*.

The Hero's Journey theory that people know grows from nuclear monomyth. Nuclear Monomyth is the rites of passage of heroes or "The standard path of the mythological adventure of the hero" (2004). There are three passages in the nuclear monomyth which are "separation—initiation—return" (Campbell, 2004). Below is the picture of Nuclear Monomyth:

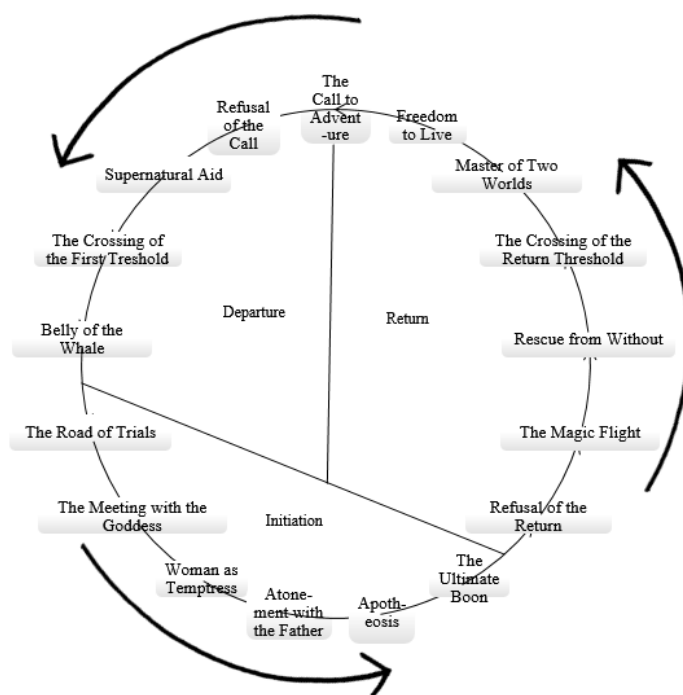
Figure 1:
Nuclear Monomyth



(Campbell, 2004)

The three passages are later divided into seventeen original stages that are explained in his book in 1949. Figure 2 shows the stages that Campbell (2004) proposed in the form of chart based on nuclear monomyth.

Figure 2:
The Hero's Journey Chart (2004)



Based on figure 2, the stages go from The Call to Adventure to Freedom to Live and is differentiated in three different passages which are Departure, Initiation and Return. Campbell explains that the hero or heroine experiences these stages in their heroic journey (2004).

METHODOLOGY

The data are collected by reading *The Hunger Games* Novel Trilogy, *The Hunger Games*, *Catching Fire*, and *Mockingjay* (in the order of publication). By reading the novels, Katniss Everdeen's character development can be observed. Katniss Everdeen's character development is then interpreted into the stages of Hero's Journey and fitted into the stages of how Katniss becomes a heroine based on the seventeen stages of Joseph Campbell's Hero's Journey which determine how she fits the character of a heroine.

Qualitative research is applied to this study due to the purpose of this research, which is to reveal the pattern in Katniss Everdeen's character by using a theory developed by Joseph Campbell, The Hero's Journey. Qualitative approach is considered suitable for this study, as Creswell (2003) explains that,

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. The researcher collects open-ended emerging data with the primary intent of developing themes from the data (p. 18).

RESULTS

After reading the Trilogy, the writer categorized the data conforming to the seventeen stages mentioned in the Hero's Journey theory. The seventeen stages of the Hero's Journey of Katniss Everdeen can be found in *The Hunger Games Trilogy*.

A. Departure

1. The Call to Adventure

The Hero's Journey starts when Prim or Primrose Everdeen, Katniss' little sister gets chosen as a tribute, representing District 12, at "The Reaping" of the 74th Annual Hunger Games. Unwilling to let her little sister to face the challenge, Katniss Everdeen, a sixteen-year-old girl volunteers herself to replace Primrose.

Katniss does not let her sister to become a tribute because Katniss does not want her sister to be a victim. For Katniss, "the word *tribute* is pretty much synonymous with the word *corpse*..." (Collins, *The Hunger Games*, 2009, p. 22). Katniss' choice to become a volunteer to protect her sister drags her away from her family; and her journey to become a heroine starts.

2. Refusal of the Call

The second stage is actually the time when the Hero or Heroine has doubts, fears and insecurities of what comes ahead if they choose to accept the call. However, in the novel, Katniss does not refuse the call. She instead comes for it. Katniss' act is unusual since "the myths and folk tales of the whole world make clear that the refusal is essentially a refusal to give up what one takes to be one's own interest" (Campbell, 2004, p. 55). Here, Katniss does not do things based on her own interest. She is a character who will do everything to protect her family. She immediately accepts the call because she has no choice but to save her younger sister, Prim, from becoming a tribute. In doing so she overrides her ego. However, deep down in her heart, Katniss does not like the reality that she has to bear. It shows when she thinks that, "The only thing I feel is a desire to be somewhere else." (Collins, *The Hunger Games*, 2009, p. 54). Whether or not she is fond of her choice, she has to accept the consequences.

3. Supernatural Aid

Even though there are many "mentors" in the novels like Cinna, the stylist or Effie, the escort, the character that fulfills the description of Supernatural Aid is Haymitch Abernathy. He fits the criteria of an "...old man) who provides the

adventurer with amulets...” (Campbell, 2004, p. 63). Not only provides Katniss with amulets, Haymitch also fits the criteria of a mentor which is “...typically one who has responded to the call.” (Campbell, 2004, p. 67). Mentors of each Districts are the people who have won the game. They are responsible to guide the two tributes of each District each year. His advices become important on Katniss’ life. When is called out to play the The Hunger Games again, followed by Peeta, Haymitch throws advice, “You just remember who the enemy is,” (Collins, *Catching Fire*, 2010). It affects Katniss’ decision in in the last part of the *Catching Fire* (Collins, 2010), Katniss remembers what Haymitch has said before the game started which to remember who the real enemy is.

Reminded by Haymitch’s advice, Katniss stops trying to kill Enobaria, her rival tribute. Instead, she destroys the Arena. She is then lifted to a hovercraft by people behind her that has planned to rescue her without her knowing; one of the people is Haymitch (Collins, *Catching Fire*, 2010). Haymitch’s amulets are mostly in the form of his advice to Katniss. Other than advice, there is one amulet in the form of Finnick, a district four tribute. Without Haymitch’s interference on making Finnick as a guard, Katniss will not survive the game.

4. The Crossing of the First Threshold

Joseph Campbell describes this stage as a stage where the hero or heroine “crosses” or simply enters “the regions of the unknown (desert, jungle, deep sea, alienland, etc.)” (2004, p. 72). Katniss crosses the First Threshold when her train enters the Capitol with full of amazement in a train:

Both Peeta and I run to the window to see what we’ve only seen on television, the Capitol, the ruling city of Panem. The cameras haven’t lied about its grandeur. If anything they have not quite captured the magnificence of the glistening buildings in a rainbow hue that tower into the air, the shiny cars that roll down the wide paved streets, the oddly dressed people with bizarre hair and painted faces who have never missed a meal. (Collins, *The Hunger Games*, 2009, p. 59).

5. Belly of the Whale

Taken from the story of Jonah, Campbell translates the term “The Belly of the Whale” into his own understanding which “is a transit into a sphere of rebirth symbolized in the worldwide womb image...” (2004, p. 83). In Katniss’ case, at this stage, she is also being swallowed into “the belly of the whale”, into the “womb” of Capitol. Instead of fighting the force of the Threshold, Katniss adapts herself to Capitol. In *The Hunger Games* (Collins, *The Hunger Games*, 2009), the “Rebirth” of Katniss is illustrated by her transformations from a shabby girl of Coal Mining District or District 12 to a girl that can impress the Capitol just by her appearances. The transformation she has is by the help of Cinna the fashion designer, Venia, and Fulvia the beauty agents:

I'm in a simple black unitard that covers me from ankle to neck. Shiny leather boots lace up to my knees. But it's the fluttering cape made of steams of orange, yellow, and red and the matching headpiece that define this costume. Cinna plans to light them on fire just before our chariot rolls into the streets (Collins, *The Hunger Games*, 2009, p. 67).

In contrast to Jonah's "Belly of the Whale" experience, Katniss is not literally swallowed by the whale. The Belly of the Whale that is experienced by Katniss represents how she is being born again through the changing of her physical look. The Capitol as in whole, represents the whale that swallows Katniss into its "womb". It is a symbol that Campbell explains as the place of rebirth (2004). Being inside the Capitol, Katniss changes into a new version of her as the shape of a rebirth.

B. Initiation

1. The Road of Trials

After going through a rebirth, the hero has to enter "a world literature of miraculous tests and ordeals" (Campbell, 2004). Tests and ordeals are what The Road of Trials stage are filled with. Katniss' Road of Trials covers up the first novel (*The Hunger Games*) to the second novel (*Catching Fire*)

a. The 74th Hunger Games

In this 74th Hunger Games, Katniss has her first trial. Katniss goes through obstacles in the 74th Hunger Games that not all humans can bear. Even though being killed by the other contestants is one of the main causes of the tributes' death, the arena itself contains surprising hurdles. One by one the tributes die, including Rue, a little girl that saves Katniss. At the end of the 74th Hunger Games, the Gamemaker decides to change the rule of the game. The new rule is that "both tributes from the same district will be declared winners if they are the last two alive" (Collins, *The Hunger Games*, 2009). Katniss then forms an alliance with Peeta until the end of the game where they have to fight Cato from District 2 and mutations. (Collins, *The Hunger Games*, 2009).

They manage to kill Cato. The cannon fires as the sign of Cato's death. Suddenly there is a voice saying that the rules change again. It says that there can be only one winner. Peeta begs Katniss to kill him. Instead of killing him, Katniss asks Peeta to take the nightlock she has saved in her pouch. It turns out that Katniss finds the loophole of the rule. If both of them die, Capitol will have no winner. Together, they take the poisonous berries into their mouth. At that time the trumpet sounds and the announcer says that they are the victors of the game. (Collins, *The Hunger Games*, 2009). As she is playing along the game, Katniss has proven that, the hero, whether god or goddess, man or woman, the figure in a myth or the dreamer of a dream, discovers and assimilates his opposite (his own unsuspected self) either by swallowing it or by being swallowed (Campbell, 2004, p. 99).

By allowing herself to be ‘swallowed’ by the game, Katniss finds the loophole of the rule. This event is the moment when Katniss “...discovers for the first time that there is a benign power everywhere supporting him in his superhuman passage.” (Campbell, 2004, p. 89). After what has occurred in this first trial, Katniss can already be considered as a “superhuman”.

b. The 75th Hunger Games (The Third Quarter Quell)

In the second novel, *Catching Fire* (Collins, 2010), Katniss is dragged into another game by President Snow, the Ruler of Panem. Before the announcement, Katniss thought that she will receive freedom as her reward of winning the game. Snow reads the letter on the television as Katniss’ happiness turns into sorrow.

In this third Quarter Quell, the tributes that join the game are the previous victors. They are mentors that either have more experiences or skills. They are all victors. There are fifty-nine victors but the majority of them are filled with “Career tributes from District 1, 2, and 4 ...” (Collins, *Catching Fire*, 2010, p. 191).

In this game, Katniss and Peeta are coming back to the game. The game starts, and despite being unconfident to survive the game, Katniss gains her focus. She swims through in an attempt to take her choice of weaponry, a golden bow and arrows. Later in the game, she manages to have Finnick, Mags, and Peeta as her allies. Different from the first arena, a forest where Katniss easily adapts to, this arena has tropical humid weather, beach sand, saltwater and jungle. Not long after that, Mags dies and they find three other allies, Beetee, Wiress and Johanna. Later on, Katniss and her allies finally agree to kill the two remaining careers, Brutus and Enobaria. It becomes their new plan, to design a trap with Beetee’s wire and electrocute Brutus and Enobaria to die. However, Katniss remembers Haymitch’s advice to identify who the real enemy is. She fails her attempt to kill Enobaria. Instead, she shoots at the dome. It explodes and crumbles down. Katniss once again finds a flaw in the system or the game. Once again, Katniss surpasses the “miraculous tests and ordeals” (Campbell, 2004, p. 89) given by the Capitol and Gamemakers.

Based on how Katniss deals with the tests and ordeals of the two games, she has gone through several “conquests and moments of illumination.” (Campbell, 2004, p. 100). It is proven by how she realizes who the real enemy is at the end of the games and how she realizes what the rulers of Capitol can do to take her down.

2. The Meeting with the Goddess

In *The Hunger Games* trilogy, Katniss also romantically involves with some characters. However, because Katniss is a female, the “Goddess” here is depicted as a male character. This stage occurs at The Reaping. After Katniss volunteers to be a tribute, a male tribute, Peeta Mellark is chosen (Collins, *The Hunger Games*, 2009, p. 25).

Peeta is boy who helps Katniss when she is younger and starved. A couple of years ago, Peeta takes a beating from her mother to help Katniss. He throws Katniss

two loaves of bread that gives her hope. Peeta is considered as the “Goddess” because the writer finds that Peeta’s characteristics fit to the term.

Based on *The Hero with a Thousand Faces*, the Goddess is described as a being who, “... can never be greater than himself, though she can always promise more than he is yet capable of comprehending” (Campbell, 2004, p. 106). Although “Goddess” or “God” here sounds more powerful than the hero, they are not exactly better than the hero. This statement is supported by how in the novels Katniss is portrayed as a person who is much stronger than the “God”, Peeta.

With Peeta’s help, Katniss unintentionally finds a nightlock. Peeta’s role in finding the nightlock becomes a proof that Peeta’s character fits the “Goddess” character; that he or she “bids him burst his fetters.” (Campbell, 2004, p. 106). By winning the game with the help of Peeta, Katniss unlocks her fetters. Although they fake their relationship, their romantic affair later on grows out to be real. One of characteristics that he possess, also that he “is the guide to the sublime acme of sensuous adventure” (Campbell, 2004, p. 106) since he is the first kiss of Katniss’.

3. Woman as Temptress

The Hunger Games Trilogy, the temptress or temptation that Katniss has to deal with is not in a female form or male form, but in herself. In postmodern literature, “... female characters begin to embody this spirit in order to break out of the singular sphere...” (Foti, 2011, p. 10) of being a temptress to the others, especially men. Thus, Katniss breaks the stereotype of women as “temptress”. She is the temptress of her own story. Katniss, as a representation of female embodiment in postmodern literature is “... able to become individualized, unique human beings who construct their selves of freely chosen characteristics” (Foti, 2011, p. 10).

Cambell explains that, “every failure to cope with a life situation must be laid, in the end, to a restriction of consciousness.” (2004, p. 111). Katniss has flaws that have to be eliminated. She cannot cope with reality and channel it to her sudden tantrums, rebellious acts and depressive behaviors. A part of the story that shows her weakness is the part when she acknowledges Peeta’s love confession at the interview before the 74th Hunger Games begins. (Collins, *The Hunger Games*, 2009).

Peeta has only just stepped from his car when I slam my palms into his chest. He loses his balance and crashes into an ugly urn filled with fake flowers. The urn tips and shatters into hundreds of tiny pieces. Peeta lands in the shards, and blood immediately flows from his hands. (Collins, *The Hunger Games*, 2009, p. 134).

In the game, Katniss also wins by being rebellious. Katniss tries to take nightlock with Peeta. It makes her win the game but it has consequences. She has to fake her relationship with Peeta, triggers the emergence of chaos in several districts, and puts her friends and family in danger (Collins, *Catching Fire*, 2010). That consequence is what Campbell describes as a moment where “after the first thrills of getting under way, the adventure develops into a journey of darkness, horror, disgust, and phantasmagoric fears.” (Campbell, 2004, p. 111). Another consequence is, the Quarter

Quell. (Collins, *Catching Fire*, 2010). She also has regular nightmares at night post 74th Hunger Games which follows by negative thoughts and moods. She tends to have bad prejudice against people. Thus, Katniss' temptress is not in female nor male form but in her negative and her depressive behavior. She has been through some traumatic experiences which starts from her father's death and huge amount of pressure as a tribute or a victor.

4. Atonement with the Father

A "Father" is a great symbol of "dominance, assertion, provision, strength and bravery." (Venefica, 2017). In this stage, Katniss meets the "father" figure. Katniss will go "against the father for the mastery of the universe." (Campbell, 2004, p. 125). After analyzing the novels, it is found that the figure that fits the representation of father as a symbol is President Snow, the ruler of Panem. Snow shares the greatest strength and dominance over the land of Panem. He also is the one that has the responsibility to ensure Panem's stability and security. With Katniss' rebellious act at the 74th Hunger Games that inspires people to do uprisings in some Districts, Snow takes an initiative to see Katniss. That is when this stage occurs. To do atonement, Katniss "requires an abandonment of the attachment to ego itself; and that is what is difficult" (Campbell, 2004, p. 120).

President Snow makes use of his power to intimidate Katniss, by putting Katniss' sister at stake. In order to reconcile her relationship with President Snow, Katniss has to convince the whole Panem including President Snow himself that she and Peeta are in love for the safety of her family and friends (Collins, *Catching Fire*, 2010).

5. Apotheosis

Apotheosis is a stage where "childhood parent images and ideas of "good" and "evil" have been surpassed." (Campbell, 2004, p. 149). Katniss has her epiphany moment at this important stage. Katniss experiences apotheosis after The Quarter Quell. The moment that she attains epiphany is when she recalls what Haymitch said before the game, "*You just remember who the real enemy is* [original italic]" (Collins, *Catching Fire*, 2010, p. 378). She immediately finds out whom she should fight and go against; it is President Snow, not other tributes in the game (Collins, *Catching Fire*, 2010, p. 378).

The enemy is President Snow because he has created a world full of tyranny and injustice. He uses Hunger Games to suppress his citizens with false use of dominance. With the help of the Haymitch who gave her advice, Katniss reaches the moment of apotheosis. She is later seemingly to dead and is lifted to a hovercraft (Collins, *Catching Fire*, 2010). This event is a proof of her most perfect development.

6. The Ultimate Boon

Based on Campbell explanation, "the supreme boon desired for the Indestructible Body is uninterrupted residence in the Paradise of the Milk that Never Fails" (Campbell, 2004, p. 162). In the hovercraft, slowly Katniss struggles to gain her

conscious. She recognizes the existence of Plutarch Heavensbee, the New Head Gamemaker, Haymitch and Finnick. Haymitch immediately explains the situation to Katniss that there have been a war and Katniss is a part of it so they have to bring Katniss to District 13, a home for rebels. Katniss realizes that she is being used again as a pawn even without her knowing. She has to accept the fact that she is the Mockingjay, which Plutarch explains as a symbol of rebellion which keeps revolution's spirit alive,

“... you're the mockingjay, Katniss,” says Plutarch. “While you live, the revolution lives.”

The bird, the pin, the song, the berries, the watch, the cracker, the dress that bursts into flames. I am the mockingjay. The one that survived despite the Capitol's plans, symbol of the rebellion. (Collins, *Catching Fire*, 2010, pp. 386 - 387).

Hence, Katniss' ultimate boon is the title of “The Mockingjay”, a symbol of rebellion. With the title, she can stay alive and her family and friends are safe. She also receives protection in District 13, a District that is led by a female named Alma Coin.

C. Return

1. Refusal of the Return

Katniss' greater responsibility comes in the personification of a Mockingjay. She is the embodiment of a bird. Not only because Katniss uses the mockingjay pin as a tribute token on both Hunger Games that inspires people to rebel, but the history of the bird also inspires people. This proves Campbell's description that,

When the hero-quest has been accomplished, through penetration to the source, or through the grace of some male or female, human or animal, personification, the adventurer still must return with his life-transmuting trophy (Campbell, 2004, p. 179)

By being a Mockingjay, Katniss feels burdened. She does not believe in herself and her capability. It is a big reward to become the symbol of Revolution, “but the responsibility has been frequently refuse” (Campbell, 2004, p. 179). She has to join the rebel to bring justice and wisdom in Panem Revolution. Below is a proof about how she denies her responsibilities.

To become the Mockingjay . . . could any good I do possibly outweigh the damage? Who can I trust to answer that question? Certainly not that crew in 13. I swear, now that my family and Gale's are out of harm's way, I could run away. Except for one unfinished piece of business. Peeta. If I knew for sure that he was dead, I could just disappear into the woods and never look back. But until I do, I'm stuck (Collins, *Mockingjay*, 2010, p. 13).

The passage above clearly shows that Katniss is refusing and doubting the title, but again she has no choice because the war has already happened. However, Katniss

has to bring back Peeta that is taken hostage. Katniss has no choice but to finally do her obligation as a Mockingjay.

2. The Magic Flight

On the Hero's Journey theory, the Magic Flight is a "final stage of his adventure" (Campbell, 2004, p. 182). This is a stage where "the trophy has been attained" (Campbell, 2004, p. 182). The trophy means the boon that Katniss finally accepts before. To be able to experience the 'flight', Katniss has to use the boon that she has attained to fight for the good. Campbell explains that "this flight may be complicated by marvels of magical obstruction and evasion." (Campbell, 2004, p. 182). This stage mostly covers up with Katniss' attempt to reach Capitol and kill President Snow which full of destruction. It resembles Campbell's description that, "if the hero's wish to return to the world has been resented by the gods or demons, then the last stage of the mythological round becomes a lively, often comical, pursuit." (Campbell, 2004, p. 182).

Katniss is equipped with armor, weaponry, and accompanied by Squad 451 and camera crew to kill Snow. The pursuit fits the Magic Flight description which is described as, "... a number of delaying obstacles ... tossed behind by the wildly fleeing hero." (Campbell, 2004, p. 186). Katniss' journey to assassinate President Coriolanus Snow takes time and contains a lot of hurdles. However, Katniss is defeated in her Magical Flight. An explosion burns Katniss or the 'girl on fire' and kills Prim.

3. Rescue from Without

Katniss is left wounded because of the exploding parachutes. She explains her condition as, "A badly burned girl with no wings. With no fire. And no sister." (Collins, Mockingjay, 2010, p. 350). In the 'Rescue from Without' stage, "the hero may have to be brought back from his supernatural adventure by assistance from without." (Campbell, 2004, p. 192). After being injured badly from the explosives, Katniss needs at least someone to save her. From the writer understanding, the 'someone' or the 'without' is usually an unknown figure. This unknown character reveals his or herself at this stage. Before this stage, he or she is not particularly important or does not even seem exist. The 'without' that saves Katniss can be found in the doctors who perform surgery on her, especially the head doctor, Dr. Aurelius.

An immediate rescue performed by the doctors help Katniss to recover from the extreme burning wound she has (Collins, Mockingjay, 2010, p. 350). After getting a surgery, Katniss is diagnosed with some mental issues. Her traumatic behavior is worsen after seeing her sister, Prim, blown to bits. Dr. Aurelius that has been working on Katniss since the first time she arrived on District 13, comes back to take care of her as his patient (Collins, Mockingjay, 2010).

4. The Crossing of the Return Threshold

In this last threshold, Katniss continues the last task that has been delayed, executing President Snow. In this stage, the adventurer realizes that it "... is a great key

to the understanding of myth and symbol – the two kingdoms are actually one” (Campbell, 2004, p. 201). Katniss realizes that the two kingdoms are one at the end of the chapter when Katniss finally reaches the City Circle to execute President Snow who is only ten yards away from where she stands, Katniss suddenly doubts her decision to shoot Snow. At that moment, she decides to believe that Snow has not ordered the bombing of the children. It is what Campbell explains as, “...the hags converted into goddesses...” (Campbell, 2004, p. 202), in which Katniss realizes that Coin, whom she thought to be a hope for new Panem, the ‘goddess,’ is actually a ‘hag’. Hence, when Katniss is faced against a decision and her ego, she finally knows who the enemy is and which one to kill. Instead of shooting Snow, she chooses to shoot President Coin (Collins, Mockingjay, 2010, p. 372).

Katniss’ decision is one examples that fits Campbell’s description, “the boon brought from the transcendent deep becomes quickly rationalized into nonentity, and the need becomes great for another hero to refresh the word” (Campbell, 2004, p. 202). Katniss decision to take out Coin’s life has multiple meanings. The decision refreshes the world’s acknowledgement that Coin has a role of accidentally killing Prim, and it also prevents Coin of becoming a new President of Panem. By eliminating Coin, Katniss refreshes Panem by abolishing Hunger Games from the country. In the writer’s understanding, Katniss’ execution of Coin, “is the sign of the hero's requirement, now, to knit together ... two worlds” (Campbell, 2004, p. 212). With Coin and Snow’s death, Panem and the rest of the districts are brought to peace and justice.

5. Master of Two Worlds

After executing Coin instead of Snow, Katniss is plans to kill herself with “the deep violet pill” (Collins, Mockingjay, 2010, p. 373) that Cinna puts in her Mockingjay suit pocket. Fortunately, Peeta immediately prevents her from doing it. Then, the guards capture Katniss and isolate her in a room. She is locked up alone for weeks.

Without being held, Katniss will have immediately killed herself and will not receive her ‘great atonement’ moment. Here is the atonement she has in the isolation room,

Snow thought the Hunger Games were an efficient means of Control. Coin thought the parachutes would expedite the war. But in the end, who does it benefit? No one. The truth is, it benefits no one to live in a world where these things happen. (Collins, Mockingjay, 2010, p. 377).

The fragment of the story above illustrates how Katniss reasons that her action of killing Coin is the right choice. Katniss does not think about her “... personal fate, but the fate of mankind, of life as a whole” (Campbell, 2004, p. 218). Although being held alone gives her anxiety and stress, at the end Katniss gives in on what is coming next for her. A state where Katniss’ “...personal ambitions being totally dissolved, ... no longer tries to live but willingly relaxes to whatever may come to pass...” (Campbell,

2004, p. 220). In the end, she finally gets back to District 12. Katniss' journey has led her into mastering the two worlds, Capitol and the Districts. The dystopia has become a utopia. She brings the two worlds into one perfect place to live in peace. It fits Joseph Campbell's explanation that in this stage, the hero reaches "freedom to pass back and forth across the world division" (2004, p. 212).

6. Freedom to Live

After what Katniss has experienced in her journey as a heroine of the story and Panem, she finally achieves the greatest gift, freedom. With her knowledge and experience, Katniss has gained her wisdom. Campbell explains this moment as the time when "the goal ... is to dispel the need for such life ignorance by effecting a reconciliation of the individual consciousness with the universal will" (2004, p. 221). Katniss finally settles down.

Peeta and I grow back together. There are still moments when he clutches the back of a chair and hangs on until the flashbacks are over. I wake screaming from nightmares of mutts and lost children. But his arms are there to comfort me (Collins, *Mockingjay*, 2010, p. 388).

The passage above is a proof that the freedom, "... is affected through a realization of the true relationship of the passing phenomena..." (Campbell, 2004, p. 221). Katniss finally lives on her own will to settle down with Peeta. No one tells her what to do anymore, nor to control her which fits the explanation that she is now "powerful in this insight, calm and free in action" (Campbell, 2004, p. 222). In the end of the story, Katniss and Peeta finally have a daughter and a son. Panem becomes peaceful as what Katniss explains, "the arenas have been completely destroyed, the memorials built, there are no more Hunger Games" (Collins, *Mockingjay*, 2010, p. 389). The journey of Katniss Everdeen as a heroine of Panem ends here, and her story is passed down to the children of Panem.

CONCLUSION

This study has shown that Katniss goes through each stage of the Hero's Journey except for the second stage of the Departure, Refusal of the Call. Thus, Katniss goes through sixteen out of seventeen stages of Hero's Journey. The stages from **Departure** passage are; The Call to Adventure, Refusal of the Call, Supernatural Aid, The Crossing of the First Threshold, and Belly of the Whale. The most interesting finding on this passage is that Katniss Everdeen does not experience the second stage, Refusal of the Call because since the very beginning she volunteers herself to replace her sister as a tribute. Katniss' protectiveness and care towards children are personified in her attitude towards Primrose, her younger sister, then towards Rue from District 11, and again for every children in Panem including the Capitol's children that died because of the bombing. Thus, it shows that Katniss' protective and caring characteristics towards children actually have massive influence on the decision she makes to become a heroine.

The next passage is **Initiation**. It consists of six stages which are; The Road of Trials, The Meeting with the Goddess, Woman as Temptress, Atonement with the Father, Apotheosis, and The Ultimate Boon. In this passage, it is found that some story plots do not go in the same order as the stages that Joseph Campbell provides. Although the plot goes differently, for example in The Meeting with the Goddess, Atonement with the Father and Apotheosis stage, Katniss' journey on Departure passage until her return follows the path Campbell's formulated. A stage even happens twice, like in The Road of Trials. This shows Katniss' archetypal journey as a heroine also has differences which are self-contradictory to the word archetypal itself.

In the last passage, **Return**, there are six stages. The stages of this passage are; Refusal of the Return, The Magic Flight, Rescue from Without, The Crossing of the Return Threshold, Master of Two Worlds, and Freedom to Live. Unlike the previous passage, in Return, the plot of the story actually follows the Hero's Journey stages.

Based on what have been explained on previous paragraphs, what Katniss Everdeen has experienced in trilogy fits the criteria as a heroine because she goes through the sixteen out of seventeen stages of Hero's Journey by Campbell. However, because Campbell aims his theory to be applied to the myths or old literature, Hero's Journey theory's terms and application must be translated in the writer's way to correspond *The Hunger Games* trilogy. It is conducted to correlate the theory with *The Hunger Games* Novel Trilogy that is a postmodern literature.

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Female Students' Gender Awareness in Seafaring Industry

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Abstract: Recently, the number of female students in STIP has been rising – especially in Nautical Department, since the chance is zero in the other department; Marine Engineering. The interest in taking part in maritime industry, which long has been known as the world of men, has also caught women's attention. Before becoming students, they have to pass a series of tests, regardless of their gender. However, at the work field, there are still some challenges for them due to the fact of being women. This study is intended to look into students' attitudes and awareness on gender issues in maritime industry, where their future lies, as well as to raise awareness on the issues. Conducted in STIP, this study involves all the female students of Nautical Department, ranging from the first-year students to the last-year students. Thus, the participants are divided into two categories: those who have been on voyage and those who have not. The data are taken through structured interviews with both close-ended and open-ended questions and analyzed by using qualitative method. This study shows that most of the students who have not been on voyage are not aware of the plausible gender issues occur while posted on board ship. On the contrary those who have been on board realize the issues and have actually started to be aware since they got assigned on a ship.

Key words: female seafarers, gender, awareness, maritime, students

Abstrak: Dalam beberapa tahun belakangan terjadi peningkatan dalam jumlah peminat perempuan untuk dididik menjadi calon pelaut di STIP – khususnya pada Jurusan Nautika, karena Jurusan Teknik sama sekali tertutup bagi perempuan. Hal ini menunjukkan bahwa industri maritim, yang lama dikenal sebagai dunia lelaki, juga semakin menarik minat kaum perempuan. Sebelum diterima menjadi taruni calon pelaut, mereka harus lulus serangkaian tes, tanpa menghiraukan jenis kelaminnya. Namun ternyata dalam dunia kerja, masih ada tantangan-tantangan yang muncul dikarenakan keberadaannya sebagai perempuan. Penelitian ini bertujuan untuk melihat bagaimana sikap dan kesadaran mereka tentang isu-isu gender dalam dunia pelayaran, yang adalah masa depannya, juga untuk meningkatkan kesadarannya mengenai isu gender. Penelitian ini dilaksanakan di STIP dengan melibatkan seluruh taruni calon pelaut sebagai partisipan, mulai dari tingkat satu sampai tingkat empat (akhir).

Dengan demikian, maka partisipan dibagi dalam dua kategori, yaitu yang belum pernah bekerja di atas kapal dan yang sudah pernah. Data diperoleh dengan wawancara terstruktur yang berisi pertanyaan tertutup dan terbuka, kemudian dianalisis dengan metode kualitatif. Hasilnya adalah, bahwa taruni yang belum pernah bekerja di atas kapal tidak menyadari akan adanya isu-isu terkait gender yang mungkin akan mereka alami ketika bekerja di atas kapal. Sebaliknya, taruni yang sudah pernah bekerja di atas kapal menyadari adanya masalah terkait statusnya sebagai perempuan di atas kapal, bahkan sejak mendapat tugas di kapal yang telah ditentukan.

Kata kunci: *pelaut perempuan, gender, kesadaran, maritim, taruni*

INTRODUCTION

The reality of a global gender imbalance in the workforce is undeniable. Although women comprise almost half of the nation's population, their participation in the workforce is unequal with men. Globally, the male employment ratio stands at 65 to 70 percent of the population, while the same figure is 40 to 45% for women. This is due to many factors such as the many assumptions that the ability of men is better than woman, especially physical and emotionally abilities.

Shipping is generally male dominated industry and it runs very long and deep. Hard physical activity needed on board is one of a big reason for this tradition. The lack of support of being woman's seafarer usually comes from the family and society. It is considered safe for woman choose main stream careers such as computer science, secretary, IT or medicine. This is because they have little knowledge of the prosperous and challenging career that they can make in the maritime field. Moreover, schools less facilitate the students for discussion about various maritime career options available for female. There is also few source of information about this career in the media related magazine or newspaper. From this case, the rate of woman in maritime industry is very low. However, through its global program IMO is making a concerted effort to help the industry move on from that tradition.

Based on IMO's programmed on the Integration of Women in the Maritime Sector (IWMS) that has a primary objective to encourage IMO Member States to open the doors of their maritime institutes to enable women to train alongside men and so acquire the high-level of competence that the maritime industry demands, it encourages more women to engage in a career at sea. A number of campaigns also launched by a various stakeholders and the awareness of being seafarer are no longer lifetime employment but rather a stepping stone for a future career ashore. This clearly influences the high interest of female students to start their career in seafaring industry by joining maritime institutes, especially in Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta. The female students view that it's easier to improve their economic and entrepreneurship side. More girls register and join the students' enrollment selection every year.

Hence, this research is intended to find out how these female students see the seafaring industry from their gender point of view, if there is any, as well as to identify their perception on being women seafarer at sea. A woman entering a male-dominated area often has to accept a totally new life entailing new knowledge and information, as well as a new culture, new jokes, pastimes, and values. Generally there is an overwhelming risk for the woman to feel out of place, inadequate, superfluous or like a mascot, which may make them lose the interest in the program. It is important that women in male-dominated programs develop useful coping strategies for these conditions, without losing their own identities (Cars & Osterman, 2015).

LITERATURE REVIEW

Despite the raise in awareness of being women at sea in Indonesia since the declaration of Indonesian Female Mariners (IFMA) (Pelaut Indonesia, 2016), researches on gender issues in higher education in general is getting more attention than in specifically maritime education. This research itself is the first gender-related research held in Indonesian maritime education.

A. Gender awareness

Awareness is knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience (Cambridge Dictionary, 2009). Gender refers to the roles and responsibilities of men and women created in the families, societies, and cultures; including expectations held about the characteristics, aptitudes, and likely behaviors of men and women. This concept is vital as it reveals how women's subordination is actually socially constructed. Therefore, this women's subordination or men's domination can be put to an end (UNESCO Publications Board, 2011). Being born as a man or woman, for many generations has been associated with their respective masculine and feminine roles and values. Men are hunters and women are the caretakers. The movement against this believes has been a controversy for decades. Raising the awareness on the issues is also a challenge in the society.

Gender awareness is the ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men. Shortly, it is the capacity to identify and acknowledge that there are issues, differences, inequalities between men and women (UNESCO Publications Board, 2011).

B. Gender awareness in maritime education and training (MET)

Gender awareness challenges stereotypical preconceptions, of which many of the students and teachers are the carriers. Stereotypes, especially gender ones, are highly resistant to changes, and gender separation in education is highly resilient (Charles & Bradley, 2002). These stereotypes are easily reconciled with the idea of being 'equal but different', finding widespread social acceptance that they are difficult to contrast, that

cause individuals do not recognize them as discriminatory. When making gender-coding visible and enlightening what effects it has on women, it is like drawing attention to women and put them at the center. This is an uncomfortable situation that can be seen as provocative by some people. There is a common opinion that gender issues are irrelevant for certain subject, or perhaps impossible.

The result of the study conducted (Cars & Osterman, 2015) shows that gender issues are not explicitly mentioned or addressed in any of the course plans and identified study in maritime education, which indicates a lack of clear strategies for the issues. The content and learning objectives for maritime education are mostly determined by the STCW Convention, set up by the International Maritime Organization (IMO). This convention is the main source of reference for maritime education all over the globe. For example, all study plans include references to maritime safety, watchkeeping duties, and other professional responsibilities. Various kinds of cultural awareness studies are included, at least mentioned among the learning objectives. This cultural awareness seems to be limited to differences in national cultures, like the differences between oriental and occidental cultures. References to a wider perspective of culture that covers age, class, gender, religion, sexual orientation – commonly used for studies in social sciences, is not visible. There seems to be ‘gender blindness’ in maritime education. Most likely, it is due to the fact that historically maritime industry has been a male-dominated world (Cars & Osterman, 2015). Especially in technical oriented education, marine engineering department, for example.

Bringing up gender issue to the surface may not be appreciated or accepted. The idea could sound ridiculous and unnecessary to both male and female students and perhaps to the teachers as well. This can be due to the adaptation of a new identity when the female enter a male-dominated education, to be one of the boys, while celebrating womanhood at the same time. Gender awareness challenges stereotypical preconceptions, where many of the students and the teachers are the bearers. Gender stereotypes are highly resistant to changes, gender segregation in education are highly resilient (Charles & Bradley, 2002). They are easily reconciled with the idea of being equal but different, leading individuals to perceive it as natural and not discriminatory. Making gender-coding visible will put the spotlight on women. This is unusual and uncomfortable, or worse, is perceived as provocative.

In a study conducted about women seafarer at sea (Kitada, 2013) it was identified that there are three prominent subsets of norms and values on board ships: an emphasis on hiding emotions and feelings, the importance of jokes, and the prioritization of the requirements of the job over the needs of the individuals. These features reflect more masculine norms and values than in most shore-based cultures, greatly demanding women seafarers to adjust to them when entering seafaring environment.

It turns out that increasing number of female students who choose maritime education will not alone resolve gender bias in maritime industry. Gender issues must be well defined (Cars & Osterman, 2015). There needs to be awareness among

teachers, staffs, even the students to make a difference. Gender is a sensitive area, yet it is almost invisible. To work on making things right needs convincing that there is something wrong. Almost everyone is sharing common cultural background, an unwritten agreement of how to live, depending on whether you are male or female. It often hard to accept that those differences are actually constructions of cultural and historical context, and not innate or tied to sex.

METHODOLOGY

Qualitative methods include interviews, analysis of documents and participant observation data in order to understand and explain social phenomena. The qualitative approach is best used for gender-specific research (Instraw, n.d.) Interview is excellent for this study as the information gathered can be more complex and detailed, as well as personal. Focus group discussion is also commonly used when conducting research from a gender perspective. It involves the gathering of pre-configured groups of participants. Just like the interviews, the discussion should also be structured.

The data for this study is primarily collected from the research participants: 35 the female students of Nautical Department in STIP. The technic used to collect the data is through interviews and a smaller focus group discussion to gather more in depth information on gender perspective. The interviews are structured and comprise of open-ended and close-ended questions. The responses expected from the open-ended questions are more detailed and personal. Hence, anonymity is guaranteed.

The participants then are divided into two categories, students who have sea-experience and students who haven't got any sea experience, yet. There are 30 students who have no sea experience and 6 senior students, who have got their sea experience for a completion of 12 months. A set of questions is prepared for the interviews. And a video picturing a real bridge situation is used as an aid to start the focus group discussion. The focus group discussion is conducted with the two groups of participants separately; those who have and who have not got sea experience.

The 6 experienced students were posted on different ships, ranging from domestic to ocean-going voyages. 4 students sailed on oil tankers, 1 on a gas tanker, and another 1 on a bulk carrier.

RESULTS

Since this school is a merchant marine higher education institute, the graduates are prepared to work on merchant ships, mostly cargo ships. The crew on cargo ships is, so far, still dominated by male seafarers. Being in a male-dominated working environment for several months at sea is as well expected by the female students. They can be the only one female among 17 to 30 male crew. All the participants of this

study are aware of that reality coming in their future career as seafarers. Both the non-experienced and the experienced group have known about it since they decided to enroll in the school selection tests.

All 35 participants agree that the even now, the school is already a male-dominated environment. The number of female future mariners studying here barely reaches 3% of the total population, with 35 students out of 1086 future seafarers. Hence, it is not surprising to find out that they have to adapt to the masculine culture (Charles & Bradley, 2002) around the campus that they do not perceive any treatment or rules to be biased or discriminatory. No one of the participants was responsive when asked if they have been treated uncomfortably as female students.

Nothing has ever bothered me here. I came here to be a seafarer. I have to study and focus on my dream. (Female1, 1st year student)

This is a normative answer of all the participants. However, when given deeper question like what makes them uncomfortable in the classroom, the response is the 'boys talk thingy', and usually walk away to avoid listening to the talk. Yet, no one of the participants takes it as an issue. They have perceived it as normal. It is them that need to adapt, as they have decided to join the school.

Referring to (Kitada, 2013) this attitude towards the environment is categorized as being negotiators, they first stage in women's strategies when enter the male-dominated environment. They learn to negotiate their gender identities to fit into the surrounding. "I know that the sea is not easy, I have to be strong, tough", stated a second-year student. Though, no one admitted that they have been hiding their feminine signs. Perhaps it's not that they did not want to admit, but they didn't realize that it has actually something to do with their being women among men in majority.

When they got on board, from the 6 participants, it was obvious that they felt uncomfortable to be seen as 'women' rather than 'seafarers' by other male crew. All the 6 participants stated that they avoided looking feminine in their appearance or behaviors. They packed clothes that could cover all their body: long-sleeved shirts and trousers. They were informed to do so by their senior female seafarers. It might not be appropriate to wear short-sleeved shirt or pants in front of men who have not seen women so often on board ships. A fourth-year student explained:

We got not only briefed by the female seniors about the outfits, but also from the crewing manager, that we should wear proper clothes. And by that I understood that long-sleeved shirt and trousers should be best. No tights, no curves, is safer. (Female30, 4th year student)

By doing so, they all were told to hide their femininity wishing that it would avoided them from being seen as sexual object and to be accepted as a fellow seafarer, instead.

Hiding feelings and emotion is another form of obscuring femininity. In their perspective as a beginner in seafaring industry it is a challenge that they have to overcome, as a consequence of choosing the career.

Yes, it is a male-dominated world. But I can be like them. More women are now becoming seafarers. I can do the job, no problem. Yes, sometimes I feel alone, and need to share my feelings, but there was only one woman there, me. I couldn't talk to the men about that. (Female32, 4th year student).

This stage is a little advanced according to Kitada (2013). This is where the female seafarers use the strategy of reinforcing masculinity and make themselves to behave like men. Among other participants, she is the only one with such responses. Others are still insecure and keep reminding themselves to be careful whenever they are on board ships.

I always make sure I lock my cabin door before I go to sleep. And put a table as a barrier, so I would know if anyone try to break in my cabin. (Female31, 4th year student).

All the sea-experienced participants have experienced sexual harassment, at least verbally. It was the most unwanted situation and most uncomfortable: being the only women among men in the middle of sea getting harassed.

There was a pump man who kept on acting weird to me. His behaviors were annoying to me. At first I just ignored that it might just my being guarded. Then I could stand it anymore, that I talked to the captain, who then sent him home. I should have believed in myself. (Female34, 4th year).

This one student didn't even feel comfortable mentioning what actually happened on board, she used the word weird to describe the harassment. And in the end still blamed herself, though a bit, by saying 'I should have believed in myself'. It must have been a serious breach that the captain had to send the pump man home during a voyage.

The experienced students have similar experiences while getting on board for their 12 months sea-training. In the beginning, when they started studying here, not all of them thought that this industry they are going to be in, is male-dominated. Then, even after some experiences, they are aware that it is male-dominated not only because most crew are man, but also the working culture has been masculine. However, they still perceive that hiding their femininity is part of the consequences of choosing to be seafarers.

CONCLUSION

From the results of the study, it is found that the female students have experience discomfort due to being women among men, in a masculine environment. They boys joke and talks are one example of what they see many times in classrooms.

Besides, sometimes these kind of dirty jokes come out of male lecturers. They learn to accept and adapt to it, take it as a kind of risks to take to be in seafaring industry.

Like the research conducted on women working in male-dominated jobs (Kitada, 2013), the experienced students also experience gender-related problems, including sexual harassment by other male crew on board. The gender-related problems were brought about by the working environment that reflects the occupational culture that embrace masculine norms and values, so intact that it is perceived like it was the nature of the occupation.

In terms of the strategies used in coping with the masculine environment at sea, most participants have used the negotiators strategies. Many women began with a negotiator strategy when they started working on board and realized that they need to adjust to the work and living environment of a ship (Kitada, 2013). Awareness is needed to be able to grow and step to shift from one strategy to the next one, from negotiator to constructor to maintainer and finally reproducers, where they are comfortable of themselves as women seafarers. It is part of the responsibility of the Maritime Education Training (MET) to bring this awareness to surface, not only to female students, but also the male students. They are going to be colleagues on board, soon. Understanding the seafaring culture is essential for both male and female students, teachers, and school management, as well as for other stakeholders in the industry. Social and cultural aspects of seafaring jobs could impact seafarers' lives at sea. It cannot be underrated.

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Analysis of Phenomenon of Coffee Culture Related to Gender and the Social Class in Yogyakarta

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Abstract: Indonesia is one of the top five countries that produce good coffee. The rapid growth of coffee shops in Yogyakarta is testament to the popularity of drinking coffee which also raises the value of coffee itself. What is striking is the number of women who drink coffee is also increasing. Women are consumers of coffee and most of them increasingly visit coffee shop but also involved professionally as baristas, coffee suppliers or coffee shop owners. The popularity of coffee raises questions about how coffee culture is experienced and negotiated by both consumers and professionals: (1) What role does coffee culture play in their daily lives and the performance of identity? (2) How do consumers and professionals for instance negotiate coffee's transformation from what is considered as a low social level drink being served and enjoyed in a small coffee place in the sidewalk to the higher level drink served in the luxurious setting? (3) And how do women and men experience it? By using the features of new ethnography which are being truthful to the lived experience, self-reflectivity and polivocality (Saukko, 2003) and by interviewing 15 respondent either male or female from various different backgrounds, the aims of this mini research paper is research paper is to find out how the phenomenon of coffee culture itself can show and influence the gender and is believed as an elevation of the social class. By carrying out also a repertoire analysis of the interview data (Wetherel, Taylor and Yates, 2001; Costa Meijer, 2005), this mini-research paper argue that coffee culture should be understood as polyvocal phenomenon that intersects with identity markers such as gender and social class.

Key words: coffee culture, social class, gender, media, Indonesia

Abstrak: Indonesia merupakan salah satu dari lima negara teratas penghasil kopi terbaik di dunia. Pertumbuhan gerai dan kedai kopi di Yogyakarta yang semakin pesat menjadi saksi akan popularitas budaya minum kopi yang pada akhirnya meningkatkan nilai kopi itu sendiri. Hal yang mengejutkan adalah bahwa jumlah penikmat kopi dari kaum hawa juga mengalami peningkatan. Saat ini, kaum hawa merupakan salah satu konsumen kopi dan sebagian besar dari mereka tidak hanya sering mengunjungi gerai atau kedai kopi; melainkan juga terlibat aktif dalam pekerjaan yang berhubungan dengan kopi seperti bekerja sebagai *barista*, penyuplai kopi, atau pemilik kedai kopi. Maka dari itu, kepopuleran kopi ini juga memunculkan beberapa pertanyaan mengenai bagaimana budaya minum kopi itu dapat dirasakan dan dijabarkan oleh

para konsumen maupun kalangan profesional: (1) Peran budaya minum kopi dalam kehidupan sehari-hari dan performa identitas mereka? (2) Bagaimanakah cara para konsumen dan kalangan profesional, misalnya, menjabarkan transformasi kopi dari apa yang dianggap sebagai minuman kelas rendah yang pada awalnya hanya dinikmati di warung pinggir jalan hingga menjadi minuman kelas atas yang disajikan di tempat yang mewah? (3) Dan bagaimana caranya kaum adam dan kaum hawa merasakan pengalaman mereka dalam menikmati secangkir kopi? Makalah ini menggunakan analisa etnografi yang terbuka terhadap pengalaman yang hidup, reflektivitas diri, dan polivokalitas (Saukko, 2003). Dan dengan mewawancari 15 responden baik dari kaum adam atau kaum hawa dari berbagai latar belakang, tujuan dari makalah ini adalah menemukan bagaimana fenomena budaya minum kopi itu sendiri dapat menunjukkan dan mempengaruhi gender serta diyakini sebagai elevasi kelas sosial. Dengan melakukan analisis repertoar terhadap data wawancara (Wetherel, Taylor, dan Yates, 2001; Costa Meijer, 2005), makalah ini menyatakan bahwa budaya minum kopi harus dipahami sebagai fenomena polivokal yang beriringan dengan penanda identitas seperti gender dan kelas sosial.

Kata kunci: budaya minum kopi, kelas sosial, gender, media, Indonesia

INTRODUCTION

Coffee is the seed comes from the coffee plants from its origin in Africa and is a brew drink prepared from the roasted coffee beans. It is believed that coffee is acidic and is able to give effects on humans because it contains caffeine can function as an energy boost. Therefore, the phenomena of coffee and its drinking habit have been recently growing these days. It becomes one of the most valuable and essential beverages in everyday life for most of the people in the world. It has many varieties, for instance espresso that is very well known in Italy, Americano, cafe-latte. It has some other varieties of presenting it as it can be served also when it is hot or even cold.

In Indonesia that is considered as one of top five countries that produce good coffee, the phenomena of drinking coffee can be seen from the rapid growth of the coffee shop. In the past, coffee may not be highly valued like nowadays. The reason is simply because people may have a cup of coffee in a small place like *warung tegal* or *angkringan* which refer to the small place to eat or drink normally in the form of a long carrying pole with the hampers on either end located in the sidewalk. Nowadays, people can have it in a fancy coffee shop located either in a shopping mall or other fancy places. In accordance with the growth of coffee drinking habit, the phenomena of female coffee drinkers are also increasing.

The increasing number of female coffee drinkers can be seen from the number of women that also increasingly keep coming to the coffee shop and also from the number of women that work in a coffee business either as a barista, coffee supplier

or coffee shop owner. It shows two interesting subjects to analyse that are more women are now drinking coffee and coffee habit itself somehow is elevated from what is considered as a low social level drink by being served and enjoyed in a small coffee place in the sidewalk to the higher level with higher and various way of presenting them. This paper will discuss the phenomenon of coffee culture in its relation to gender and the social class. Taken objects of female respondents that have their coffee in the fancy coffee shop and *angkringan*-a small coffee place in the sidewalk in Yogyakarta, the aims of this paper is to find out how the phenomenon of coffee culture itself can show and influence the gender and is believed as an elevation of the social class.

LITERATURE REVIEW

In order to give a better understanding, the researcher uses the new ethnography analysis in analysing the two problems stated in problem formulation. New ethnography refers to the forms of social and cultural inquiries that aim to be truer to live realities of other people especially the disfranchised group (Saukko, 2003). The focus of new ethnography is more on documenting the realities that are presented during the studies as an observation and social life in detail (Gubrium, Holstein, 1995). It means that the focuses on new ethnography are to be truer to the lived experience of others and to unearth the discourses mediating the understanding of both internal lived and external social world. Therefore, it is clear that the characteristic feature of this analysis is to analyse and to observe the phenomena deeper

However, the main features of the new ethnography are being truthful to the lived experience, self-reflectivity and polyvocality. Being truthful to the lived experience means that one should understand and observe the world from the perspectives of those that are being analysed. Its interest is to experience the worlds that have been neglected by bringing the silenced worldviews of the disfranchised people. Therefore, the researcher should not build the research in such the way he follows his paradigm.

In accordance to that, self-reflectivity that was seen as a way to undo the scholars' bias in the old ethnography means that being true to other realities (Hammesley and Atkinson, 1995). It also means that one should be critically aware of the way that one's self shape the research. In other word, in new ethnography's self-reflectivity, there is a dialogue shifting between the "self" that is the scholar and the "other" that is the subject. The purpose of the dialogue shifting is to be aware of each cultural baggage and to be aware of the limits in order to foster and open to different worlds.

The third feature of new ethnography is polyvocality. In studying the lived experienced in new ethnography, one will normally end with the plural voices of the objects being analysed that later will enrich the analysis of his new ethnography.

Lincoln and Guba (1985) say that those phenomena are good because it gives more perspectives of different object. It is also good because it helps one to solve or avoid the temptation of thinking that a particular lived experience is the truth. It can also be applied to give the senses to those multi-voices that one gets from studying the lived experience. However, it is also important to be noted that in order to avoid the pluralism, the lived reality needs to be evaluated against the social context and one must realise that different social contexts carry different social perspectives.

METHODOLOGY

The researcher tries to gather the information from different places in order to have more information related to the phenomena of the coffee culture. The objects of the research are fifteen coffee drinkers. Seven of those respondents are chosen from several fancy coffee shops that are Starbucks and J.Co in Malioboro Mall, Yogyakarta. The other eight coffee drinkers are taken from the *angkringan kopi jos* along Jalan Mangkubumi, Yogyakarta. In order to give easier understanding in referring the objects, the researcher will refer them as follows;

Table 1:
Title

No.	Place of the Interview	Interviewee	Gender	Occupation
1	Starbucks	Respondent 1	Female	Student
2		Respondent 2	Female	Employee/Writer
3		Respondent 3	Female	Employee
4		Respondent 4	Male	Employee
5		Respondent 5	Female	Employee
6	J.Co.	Respondent 6	Male	Employee
7		Respondent 7	Female	Student
8		Respondent 8	Male	Students
9		Respondent 9	Female	Students
10	Angkringan	Respondent 10	Male	Becak Driver
11		Respondent 11	Female	Students
12		Respondent 12	Male	Students
13		Respondent 13	Male	Becak Driver

No.	Place of the Interview	Interviewee	Gender	Occupation
14		Respondent 14	Female	Housewife
15		Respondent 15	Male	Employee

When conducting the research, the researcher uses both of the qualitative and quantitative research because it deals with the social phenomenon. The research focuses on analysing the phenomenon of coffee culture and its relation to gender and also the social class. The reason of using these two research methods is to help the researchers in gaining insight into the context and to have better understanding related to the what the researchers going to analyse in this research paper.

The quantitative research is beneficial to gather some information from the coffee drinkers through the interview. It is simply because it later deals with the statistic of the coffee drinker that later will explain how these phenomena are related to the social class in society. The qualitative research is beneficial to gather the information related to the genealogical analysis on the coffee culture trend in Yogyakarta. To explore more about it, the researcher also undertakes a library study research to provide some information related to the problems stated. In the discussion, the researcher provides a description a further analysis related to the topic chosen for this paper.

In accordance to strengthen the qualitative research, the writer also made use a method called interpretive repertoire analysis. This method of analysis enables the writer to identify the interpretative repertoires. The reason is simply because in this method, each 'lexicon or register of terms and metaphors are drawn to characterise and also evaluate the actions and events' (Potter and Wetherel, 1988, p. 138). The transcripts that the writer has drawn through the interview were analysed in order to repeat the metaphors and the figure of speech. However, this type of method will focus more on the productive side rather than descriptive aspect of the documents and the interviewee's talk by elucidating the consequences of language use. In accordance to that, repertoires that are used do not describe the situation but produce also the evaluations, individual's position that also enabled the writer to construct, rationalise and naturalise the 'reality'. In applying the repertoire analysis, it is expected that it will be useful to point out the recurring themes in the interviews and how different people will talk about those themes. It is also beneficial to structure the analysis related to the topic being discussed in this paper.

RESULTS

Departing from the theoretical framework, this paper investigates how the phenomenon of coffee culture itself can show and influence the gender and is believed as an elevation of the social class. During the interviews, the researchers has

found out different “voices” on why people tend to go to those places they prefer just to drink coffee. The results also reflect the features of new ethnography: study of lived, self-reflexivity, and polyvocality. This method emphasizes the opinion from multiple respondent to elaborates the issues of polyvocality, multiple voices and perspectives. There are several questions asked: their name, occupation, as well as their reason why they decided to have coffee in such particular place. From the interview, it can be seen that most of the visitors being interviewed are students. However, the reasons why they come to the coffee shop are varied. Ones who come to have coffee in fancy coffee shops think that the place is cleaner and is more comfortable than in the coffee shops along the street as what shows by the answers of these respondents; respondent 1, 2, 4, 6, 7, 8, 9.

- Interviewer : “kalau boleh tahu, kenapa lebih suka minum kopi di sini (Starbucks), mbak? [If I may know, why do you like to have coffee here (in Starbucks), Miss.?”]
- Respondent 1 : tempatnya bersih ya....enak... [The place is clean. It's enjoyable.]
- Interviewer : Ada juga *angkringan* yang bersih lho, mbak. Sudah pernah coba ke *Le Waroenk* (menyebutkan nama salah satu restaurant-*angkringan* di Yogyakarta)? [There is also a nice and clean *angkringan*, Miss. Have you ever been to *Le Waroenk* (mentioning the name of one of the *angkringan* in Yogyakarta)?]
- Respondent 1 : Belum, mbak. Tapi lebih enak di sini sih, kayaknya. [No, I have never been there, Ms. It seems that here is better.]

Through the interview with respondent 1, it can be seen that the respondent enjoys the so-called-fancy-coffee-shop that is Starbucks more than to have coffee in a small coffee shop. The reason is simply because she believed that the fancy restaurant will give more comfort. One can see the fact that to this respondent, the small *angkringan* in the sidewalk is considered as a place that is not clean and also not comfortable. This opinion will be different that other respondents coming to the fancy coffee shop. The interview done to other respondents coming to the fancy coffee shop can be seen as follows;

- Interviewer : “Hmmm, kalau boleh tahu, kenapa lebih suka minum kopi di sini (Starbucks), mbak? Apa yang menarik dari tempat ini? [If I may know, why do you like to drink coffee here (Starbucks)? Is there anything interesting at this place?]
- Respondent 2 : nyaman, mbak...asyik aja nongkrong di sini. [the place is cool and it is a good place to hang out at]
- Interviewer : selain masalah tempat, apakah mbak suka dengan kopi yang mereka sajikan? [despite of the place, do you like the coffee that they serve]
- Respondent 2 : Hmm...kopinya biasa aja sih....cuma di sini enak bias wi-fi an. Bisa di *sambi* kerja..sambil nulis. [the coffee is just a coffee [there is nothing special with the coffee) but I like it here because I can get free access to the wi-fi that enable me to work and write.]

Respondent 2 has explained that the coffee in the fancy coffee shop has no special taste. The reason she recently comes to the coffee shop is the comfort that the coffee shops may offer to her. The facilities that the people look for, for instance, a nice clean air-con room with wi-fi connection that will help her to connect herself to other world from the coffee shop. Another respondent that is respondent 4 has different opinion about his motive coming to the fancy coffee shop.

Interviewer : “Kalau boleh tahu,mas. Apa yang menarik dari tempat ini? Biasanya ke tempat ini berapa kali seminggu? Dan biasanya ke sini (J.Co) untuk sekedar minum kopi atau apa, mas? [Excuse me, *mas*. In your opinion, what is interesting from this place? How many times do you come and visit this place? And what is your motive in visiting this place?]

Respondent 4 : *Ah, nggak cuma minum kopi atau makan donat, mbak..Kopi dan donatnya sih biasa. Kopi tempat asal saya (Aceh) lebih enak dan tasty. Biasanya ke sini cuma untuk ketemu teman. Sekalian jalan-jalan kan mbak dan cuci mata.* [I do not only drink coffee or eating doughnut here. The coffee and the doughnuts are not really special. The coffee from my place (Aceh) is much more delicious and tasty. I normally come here to meet my friends. I come just to walk around and having my window-shopping.]

Respondent 4 has also shown that his motive coming to the fancy coffee shop is not merely for its coffee. His motive is simply because in a fancy coffee shop, he can meet his friends comfortably. Moreover, fancy coffee shop for him is also a “stop-by” to have his window-shopping and to walk around with friends. The respondents coming in a group have also their personal motives in coming to a fancy shop. It can be seen from the following paragraphs;

Interviewer : “Gini nih, saya mau tanya, mas dan mbak, (*respondent 7,8,9 come in a group*), apa yang menarik yah dari J.Co. Apa kopinya enak? Berapa kali biasanya ke tempat ini dan biasanya ngapain aja? [Hello, *mas and mbak*. I would like to ask you a question; what is interesting from this place? Is the coffee good? How many times do you come to this place? And what do you normally do here?]

Respondent 7 : *Nggak suka kopi, mbak...ke sini cuma buat ketemuan ma mereka aja sambil ngerjain tugas kampus.* [I do not like coffee. I come here to see them -my friends and also to work on the assignments from my campus.]

Interviewer : Oh ya, tempatnya asyik buat ngerjain tugas ya, mas? [Ah, the place is nice and comfortable for doing your homework, isn't it?]

Respondent 7 : *Iya sih mbak. Sekalian bias wi-fian keceng?* [yes, indeed.
I can also have high-speed internet connection.]

Respondent 8 : *Kalau dia sih ke café cuma buat ngeceng, mbak (pointing respondent 9) [He comes here just to socialise (show himself up to others), mbak]*

Respondent 9 : (laughing-also respondent 7).. Ah dia juga cuma ngeceng, mbak...pura-pura aja ngerjain tugas. [Indeed, it is true. He just pretends to work on his assignments.]

Interviewer : sudah pernah coba ngopi di angkringan kaya di angkringan kopi jos? Katanya kopinya unik dan enak loh [Have you ever tried *angkringan Kopi Jos*? They said the place is also nice and they have good food there.]

Respondent 8 : Udah, mbak...tapi nggak suka di angkringan. Tempatnya bau, sumpek, kalau ujan becek (mimicking Cinta Laura's) [I've been there but I do not like *angkringan*. The place is smelly, small, and muddy when it rains (mimicking Cinta Laura-one of Indonesian actresses.)

It can be seen from the transcripts of the interview that most of the respondents come to the fancy coffee shop for different reasons. Through the repertoire analysis, the repeating motive of those coming to the fancy coffee shop is because the place is much more comfortable and cleaner than the coffee shop they often see along the street, for instance in *angkringan* or *warung tenda*. They do not mind to pay extra for coffee that they call "just normal" as long as they could get the comfort those fancy coffee shops offer to them. It is understandable because the fancy coffee shops normally offer their visitors not only with one-stop coffee but also a place where the visitors can sit comfortably in air-conditioning room with their cup of coffee or tea and *grande* services from the waiters or waitresses. Other benefit is that fancy coffee shops are normally facilitated with high-speed internet access that enable and spoil their visitor to sit and socialising, not only with friends *vis a vis* but also enable them to connect themselves with the virtual world.

The respondents or the coffee drinkers that the researcher interviews in the *angkringan* have their different opinion related to the phenomenon of drinking coffee. Their reasons are mostly because *angkringan* offers them an intimate and humble ambience and a good deal of price for the coffee and the food.

Interviewer : Mas, mbak (respondents 11, 12, 13, and 14 come together in a group)..kalau boleh tahu, apakah sering ke sini? Biasanya kalau ke sini ngapain aja? [Mas, Mbak, if I may know, do you come here quite often? What are you doing normally when you are here?]

Respondent 11: Senang aja, mbak..harganya murah..suasananya juga familier banget. Bisa ngobrol ama yang jual..ama yang lain. [I just happen to like it. It is affordable; the ambience is full of familiarity. I can have a great chat with the seller and others.]

Respondent 12: Biasanya cuma nongkrong, mbak. Sambil ngopi. Nikmati waktu aja sambil lihat orang lalu-lalang. [I normally just take my time sitting here while having coffee. I just spend my time enjoying the coffee while seeing people passing by.]

Interviewer : Nggak ada masalah dengan tempatnya yang katanya orang biasanya bau, atau bising atau gimana gitu? [Don't you have any problems with the place? It may be stinky or nosey?]

Respondent 13 & 14: Ah, kita *mah enjoy* aja mbak..[Not at all, we enjoy it.]

Respondent 11 and 12 are both students and coming from different part of Indonesia while respondent 13 and 14 are both Yogyanese and work as a housewife and an employee. It is important to be noted that they all share the same motive that is an accordance that *angkringan* can offer them different 'feeling' and familiar nuance than the fancy coffee shops. They do not bother whether the place is stinky or nosey. However, for respondent 10 and 13 whom they both happen to be a *becak* driver, coming to *angkringan* may be the best solution in finding affordable place to have something to bite and to have a cup of coffee;

Interviewer : Pak, bapak sering ke *angkringan*? [Pak, do you come to the *angkringan* quite often?]

Respondent 13: (speaking also for respondent 10) *Walah...hampir setiap saat, mbak. Saya ini cuma narik becak..ya bisanya makan di angkringan toh?* [Almost all the time, mbak. I am just a becak driver, so I can only eat here (in *angkringan*).]

Interviewer : Biasanya makan apa aja, pak di *angkringan*? [What do you normally eat here?]

Respondent 13 : nasi kucing tapi lebih seringnya ngopi sih mbak. [Nasi Kucing (small portion of rice normally served with vegetables and small pieces of anchovy wrapped in banana leaves-Eng) but I normally only have coffee here.]

Interviewer : Kenapa malah seneng ngopi di *angkringan*, pak? [Why do you pick this place?]

Respondent 13: *la wong, murah, mbak. Dua ribu sudah dapat kopi hitam enak.* [It is cheap, mbak. Two thousands rupiahs and I could enjoy my tasty black coffee.]

Those respondents who normally come to the *angkringan* have their own "voices" or reasons why they love spending their time over coffee there. They share the same common that are the price the *angkringan* offers for a coffee is much cheaper and the ambiance of the place is more intimate. It gives such a different feeling and gives sense of familiarity as they said.

Those are two contradictory things. Those who come to the fancy coffee shops do not have a problem to spend more money. They think that the fancy coffee shops like Starbucks or J.Co have offered them a nice comfortable place for socialising or working. They know that the coffee they offer does not taste different from the ones they may have at home but still it is – to them- more prestigious to go to the fancy coffee shops because they think that somehow it elevates their social statuses as well. Fancy coffee shops are identical with their expensive price for a cup of coffee; therefore, by coming to those places, they may think that other people may think that they come from "the have" family that can afford that kind of life style.

However, one thing to be noted is that most of the female or male visitors in the fancy coffee shop, they do not come for a coffee but for having their “own time” there. The female visitors will normally need to have a place to actualise or to present themselves and the fancy coffee shops are their best answer. They may think that the fancy coffee shop is the right place to come and meet the “fancy” people also. In accordance to that, the male visitors would normally find coffee shop as a place where they can have their opportunities to be “seen” by other people. Their social status is elevated while other people ‘acknowledged’ them as someone fancy.

In contradiction, those come to the *angkringan* for coffee because of its taste and price. They believe that the taste is as same as the ones they have in the fancy coffee shops. It is only a matter of the packaging and representation. However, they do not feel as a second-class citizen by coming to *angkringan* for a cup of coffee. The reason is simply because they also come for its environment that offers a familiar ambience and intimate-almost-like-family-home-nuance.

In accordance with the new ethnography analysis it can be seen that those contradictions or contrast are understandable. The first feature from new ethnography that is the study of lived experience can be seen through all of the respondents that were being interviewed. They can give their argument and also their opinion related to the coffee from their experience. However, their experience is later combined with their self-reflexivity. It is because either people who come to the fancy coffee shops or the *angkringan* for a coffee will likely comes from their own background and their own ideas, their own unique *gusto* of enjoying coffee. In other words, there is a plethora of reason relating to their subjective choice of coffee place. Ones would go to the fancy coffee shops for elevating their statuses to be considered as the have and to present themselves. The other ones would go to the cheaper one just to enjoy the tasty coffee and the intimate nuance they offer. From new ethnography’s perspectives, the different answer of all respondents in enjoying and having coffee should be seen as great addition that will enrich the phenomena of coffee culture in Yogyakarta.

CONCLUSION

It can be concluded that new ethnography as a method is useful to analyse one culture or subculture and the phenomena of coffee culture is not an exception. One can relate the phenomena of coffee culture to social class and gender. Those who go to the fancy coffee shops normally come because the fancy coffee shops provide them with the clean and comfortable ambience. They believe that it will also elevate their social status because other may think that they are the “have” that are able to afford the “often” considered more expensive price of cup of coffee. However, those who come to the *angkringan* in the sidewalks do not consider themselves also as a second-class citizen because they go there for the taste of the coffee served in the very affordable price and also for the almost-like-home-nuance that the *angkringan* offers. As a matter of gender, ones especially the female would go

to the fancy coffee shops to actualise and to present themselves to be seen. To summarise, those different voices or polyvocality in their way seeing the phenomena of coffee culture are an interesting thing to be analysed.

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Preserving the Slowly Dying Javanese Language in the Digital Era

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Abstract: Javanese language is one of the local languages in Indonesia which has the biggest number of speakers. With more than 75 million speakers, Javanese seems to be far from dying. However, data showed that the number of Javanese speakers has decreased significantly since the government aggressively promoted the use of Bahasa Indonesia as the national lingua franca. As the idea of globalization emerges, Javanese seems to lose its charm and English as well as Mandarin gain popularity among people in Indonesia. News published by a local English language newspaper mentioned that only half of Yogyakarta students use Javanese properly. There is a growing concern that the language will disappear in the next generation despite the efforts done by the government in trying to preserve the language. This paper is discussing the current state of Javanese language in the digital era. It also explores how an online community maintains to communicate Javanese language even when the language starts to be considered outdated and unneeded. Data were collected through observation and interviews.

Key words: preserve, Javanese language, digital era, community efforts

Abstrak: Bahasa Jawa adalah salah satu bahasa lokal di Indonesia dengan penutur terbanyak. Dengan jumlah penutur lebih dari 75 juta, Bahasa Jawa terlihat seperti jauh dari kepunahan. Namun demikian, data menunjukkan bahwa jumlah penutur Bahasa Jawa turun secara signifikan setelah upaya agresif pemerintah untuk menggalakkan penggunaan Bahasa Indonesia sebagai bahasa pengantar nasional. Ketika ide tentang globalisasi berdentung di mana-mana, Bahasa Jawa semakin kehilangan pamornya sementara Bahasa Inggris dan Mandarin menjadi semakin populer. Salah satu koran lokal berbahasa Inggris melansir bahwa hanya separuh dari keseluruhan pelajar di Yogyakarta yang mampu berbahasa Jawa dengan baik dan benar. Ada keprihatinan yang meluas bahwa bahasa Jawa akan punah pada generasi mendatang. Makalah membahas mengenai status Bahasa Jawa di era digital. Dalam makalah ini juga dibahas upaya sebuah komunitas dalam dunia maya melestarikan penggunaan Bahasa Jawa yang baik dan benar sebagai alat komunikasi dalam komunitas bahkan ketika lingkungan sekitar menganggap Bahasa Jawa itu kuno dan tak lagi diperlukan. Data diperoleh melalui observasi dan interview.

Kata kunci: preserve, Javanese language, digital era, family efforts

INTRODUCTION

Javanese is one of the local languages in Indonesia which has the most number of speakers. It is spoken mainly in the central and east part of Java. Nevertheless, as there are many Javanese migrating to other islands, Javanese is also spoken in many other parts of Indonesia. Although many websites focusing on language diversity and preservation such as ethnologue.com, aboutworldlanguages.com, and languageisindanger.eu do not consider Javanese as one of endangered languages, in reality the number of speakers of this language is decreasing.

One of the reasons of why the number of Javanese speakers decreases is the success of government efforts in promoting the use of Bahasa Indonesia as the language of communication in education and formal communication. As a result, in order to achieve higher social and economic status, ones need to use Bahasa Indonesia more and indirectly use less local languages. Kirkpatrick (2011) stated that Bahasa Indonesia is considered more prestigious compared to local languages.

Recently, as the communication and information technology develops rapidly, the idea of global village emerges. This idea of global village also offers opportunities for the global village citizens to look for professional opportunities not only in their home countries but also abroad. In order to compete in the global village ones need to be able to communicate not only using their local and national languages but also using other the world's languages such as English, Mandarin, Arabic, Spanish, etc. As there are more languages which enable people to seek more opportunities, the prestige of local languages seems to fade. This is also the case of Javanese.

People find Javanese to be less needed. In the digital era, more than 50 percent of websites worldwide is in English, most of the world organizations are using English as their formal language of communication. Moreover, in the context of Indonesia, the Korean wave has caused young generation to get more interested in learning Korean than Javanese. Parents also feel that it is more important for their children to master Bahasa Indonesia and one of the world languages (especially English) than Javanese.

This study aims to investigate the status of Javanese from the perspectives of its current speakers. It would also like to present the efforts made by an online community dedicated to preserve Javanese in the digital era.

LITERATURE REVIEW

A. Local languages status in Indonesia

Local languages in Indonesia have started to suffer when the idea of Bahasa Indonesia as the national lingua franca emerged. As the government promoted the use of Bahasa Indonesia in education and formal communication, people prefer to

use Bahasa Indonesia which allows them to get higher socio economic status. Kirkpatrick (2011), in addition, mentioned that Bahasa Indonesia is considered more prestigious than the local languages including Javanese. The number of Javanese speakers has decreased significantly in 1980, 1990, and 2000 (Kirkpatrick, 2011).

The government started to realize that local languages need to be preserved. Zentz (2014) mentioned that the young generation of Indonesia is expected to love the local, use the national, and study the foreign languages. As a result, under a school subject namely *muatan lokal* (local content) local languages were taught at school. However, Zentz (2014) pointed out that even when the local languages are taught at school under the subject of *muatan lokal*, the language of instruction used to teach these languages is still Bahasa Indonesia.

Furthermore, in one chapter of a book, Kirkpatrick (2014) mentioned the phenomenon where parents start to demand their children to be able to speak English. As a result, the local languages suffered even more as students favor English to local languages. Kirkpatrick (2014), mentioning Jakarta Globe report, further stated that even though the government erased English subject from elementary school national curriculum, they mentioned that English will continually be taught as an elective subject at elementary schools.

B. Javanese language

Javanese is one of the local languages in Indonesia with the most speakers. According to Etnologue.com, more than 840,000 speakers were found in a census conducted in 2000. There are several different dialects of Javanese such as Mataram, Cirebon, Banyumas, Kedu, Semarang, Suroboyo, etc. Speakers of each dialects most of the time can still understand each other. There are several words which are only used in certain regions and there are also several different words which are pronounced differently in each different dialect. Javanese is written both in the Latin alphabet and Javanese syllabic alphabets called *Aksara Jawa*. There are twenty alphabets in Javanese writing system. Javanese also has several different registers which are used based on the social position and age difference between the interlocutors. Even though, it is widely known that there are three registers of Javanese, those are *Ngoko*, *Ngoko Alus*, and *Krama Inggil*, in reality the division of register in Javanese language is more complex (Zentz, 2014).

Zentz (2014), in her ethnographic study, found that Javanese speakers considered themselves not being able to speak Javanese. The participants of her study pointed out that 'speaking Javanese' meant speaking the highest registered of Javanese that is the *krama alus*. Furthermore, the Javanese language they spoke daily was considered as 'daily talk'. This finding supports the finding Setiawan's (2013) study. In his study in East Java, Setiawan (2013) found that children in East Java were proven to be more proficient in Bahasa Indonesia than in Javanese no matter where they live. It was also revealed that children who live in rural area were significantly more proficient than their peers who live in the city. Setiawan (2013)

also mentioned that there is a significant difference of Javanese language proficiency between children and their parents. While the parents were found to master Javanese language well through the proficiency test given, the children showed poor to good result. Klok (2017), in a study done in Pacitan, East Java also found that children chose to use Bahasa Indonesia in the situation where refined Javanese (*Krama Alus*) should be used. These children stated that it is impolite to speak using daily Javanese to the elderly, but at the same time, their refined Javanese proficiency was not good. This finding is similar to Smith-Hefner's (2009) finding which revealed that most of the young generation preferred to speak Indonesian instead of refined Javanese to older people as they are scared of making mistakes.

C. Language in digital era

The existence of digital technology has also influenced how people use languages. There is no exact number of what language is the most commonly used in digital media. Nevertheless, Wikipedia based on Pimienta, Prado, and Blanco's (2009) study mentioned that the most visited online sites are in English. Meanwhile, UNESCO in a report published in 2009 mentioned significant decline on the number of English websites from 75 percent in 1998 to 45 percent in 2005. This shows that there are more diversity in the use of languages online.

Meanwhile Soffer (2012) argued that there is a language shift in digital communication. The shift is caused by personalization of language itself. The online language users mix between oral and written languages in communication and they personalize how they use the vocabulary found in the offline communication.

The dominance of English in digital media and the language shift which likely to happen in digital/online communication might be another thread to the existence of local languages including Javanese.

METHODS

A. Data gathering

The data in this study are gathered through interview and surveys. The survey was conducted online and distributed through WA groups and Facebook group. An interview was conducted with one of the founders of a Facebook group namely "Let's Speak Javanese" which focuses on online Javanese language and culture learning. This interview aimed to explore more how the group was founded, how it has carried its mission so far, and what future it is expected to have.

The questionnaire questions were intended to seek participants' frequency and fluency in using Javanese as a language of communication. They were also intended to figure out reasons behind participants' daily language choice as well as participants' opinions on the status of Javanese language. The interview questions are as follows:

- a. What language do you use to communicate orally with your family? Why?
- b. If you are using Javanese to communicate orally with your family, what Javanese register do you use?
- c. What language do you use to communicate with your peers or friends in a community?
- d. What language do you use to communicate with people around you (other than your family members)?
- e. What language do you master best?
- f. How active are you in social media?
- g. What kind of social media are you using?
- h. How often do you use Javanese in your social media?
- i. Are you a member of any social media group which focuses on Javanese language?
- j. Do you think Javanese language is endangered?
- k. In your opinion, into what extend are the efforts done by the government in preserving Javanese language effective?
- l. What have you done to preserve Javanese language?
- m. What other things can we do to preserve the Javanese language?

B. Participants

As it has been stated before, the questionnaires were distributed through two Whatsup Application groups and one Facebook group. There were 27 responses gathered. The participants were ranged from 15 years old to above 55 years old. They are from West, Central and East Java. Most of the participants are part of a Facebook namely “Ayo Sinau Basa Jawa” or “Let’s Speak Javanese” which attempts to preserve Javanese and also help people to know more about Javanese language and culture.

RESULTS AND DISCUSSION

A. Survey results

1. Participants’ language use

There are two main conclusions that can be drawn from the data above. First, it shows that Javanese is still participants’ language of communication in the family. It is worth noted that most of the participants are above 25 years old. There are only two participants who are under 25 years old. The result can be significantly different if younger participants answered the questionnaires. Second, in more formal settings such as office, organization, legal community and group, the number of participants who are using Bahasa Indonesia is slightly higher than the number of participants who are using Javanese.

Table 1:
Participants' Language Use in Different Circumstances

Language Situation	Bahasa Indonesia	English	Javanese	Mixed of B.I and Javanese	Others
Communicating orally with family	14.8%	0	74.1%	0	11.1%
Communicating orally with people in the neighborhood	33.3%	0	33.3%	22.2%	11.2%
Communicating with peers or people in the community/group	51.9%	0	40.7%	3.7%	3.7%

Meanwhile, participants who answer others as their language of communication mentioned that they use a mix of Bahasa Indonesia, local languages other than Javanese, and English. Twelve of the participants live in the area where Javanese is not the native language. As a result, they have to adapt themselves with their surroundings.

2. Participants' Javanese language proficiency

It is interesting to see that most of the participants admitted that Bahasa Indonesia is the language that they master the most. More than 70% of the participants stated that they are most proficient in Bahasa Indonesia. Only 18.5% mentioned that Javanese is the language that they master the most. Other participants claimed that they are fluent in both Javanese and Bahasa Indonesia; Javanese, Bahasa Indonesia, and English; and Javanese, Bahasa Indonesia, English, and Spanish.

Further investigation is needed to explore the reason why the participants think that they are not fluent enough in Javanese while they speak Javanese with their family. It might be caused by participants' understanding of what it means to be fluent in Javanese as Zentz's (2014) found, Javanese speakers considered themselves not being able to speak Javanese because they do not use the higher register of Javanese.

Furthermore, when the participants were asked about what kind of Javanese they use when they communicate with their family members, their answers varied. From twenty-two participants who mentioned that they use Javanese in communication, there were eleven participants who mentioned that they use both

the refined (*Krama*) and common (*Ngoko*) Javanese. Ten other participants stated that they use mostly *Ngoko* to communicate. One participant mentioned the use of *Semarang* dialect in communication. It is suggested that further observation and interview are conducted to obtain more accurate data related to participants' language proficiency. It might also be necessary to conduct proper language proficiency tests to see more objectively how proficient the participants really are.

3. Javanese language use in social media

Meanwhile, in social media communication, thirteen participants mentioned that they often use Javanese in social media communication. Five participants mentioned that they frequently use Javanese in social media. Eight participants mentioned that they rarely use Javanese in social media. While one participant mentioned that he/she never uses Javanese in social media. This suggests that there is still quite significant number of people who would like to use Javanese in social media.

4. Participants' views on Javanese language status and preservation efforts

Seventeen participants agreed that Javanese language is endangered. One participant even stated that it is in the brink of death. Six participants said that it is not endangered. One participant said that Javanese is shifted. It is no longer like the old Javanese during the Mataram era. Another one mentioned that Javanese is no longer spoken by people younger than 35 years old because the exposure to Javanese is way less than before. This participant further explained that younger generation is not taught to speak Javanese at home or at school. Refined Javanese speakers are not many anymore and getting even lesser as they die due to old age. This participant expressed his concern on how young generation thinks that Javanese is not a cool language to speak. This finding suggests that people who are older than 35 years old are aware of Javanese language endangerment.

Furthermore, all of the participants agreed that it is necessary to preserve Javanese language because of three main reasons. First, Javanese language is closely related to the Javanese culture. Participants realize that the extinction of Javanese language will influence Javanese culture significantly. Second, Javanese language is part of Javanese people's identity. Losing the language can mean losing identity as Javanese. When an individual is losing his or her identity, he or she can be easily influenced by foreign cultures which might endanger national unity in the long run. Third, Javanese language is closely related to the nation's long history. There are still significant numbers of manuscripts written in Javanese that people know nothing of. These manuscripts tell about events that happened long time ago that are necessary to be told to the younger generation.

When they were asked about the efforts done so far in preserving the language, twenty of the participants stated that those efforts are not effective. While the rest of them said that those efforts are effective enough. Furthermore, participants mentioned what they have done so far to help preserving the Javanese language.

Other than using the language as often as possible and communicating with the younger generation using Javanese, the participants also mentioned about writing in Javanese in Wikipedia, creating interface and application in Javanese, being part of Javanese language learning group, creating Javanese learning group in social media, as well as making film which contains Javanese language use. These ideas are worth noting. People who play roles in preserving the language need to hear these ideas and explore them more before at the end implement those ideas especially those which involve the use of digital media in a bigger scale. The use of digital media in preserving Javanese Language is important as the young generation is more attracted to digital media.

B. Interview result

1. “Ayo Sinau Basa Jawa” facebook group

The Closed Facebook group namely “Ayo Sinau Basa Jawa” or “Let’s Speak Javanese” was founded in 2014 by Mbak Meniek Soerjosoetanto and some of her friends. She refused to mention the exact number of friends she had in building the group. She only mentioned that those friends also had the same concerns related to the existence of Javanese in the future. Membership is free of charge. The group has about seventeen volunteers as administrators who manage the group and more than 10,000 members. Mbak Meniek said that the founders intentionally made the group closed so that it is easier to manage. She mentioned that she did research by visiting similar groups on Facebook and found out that a lot of those groups contained inappropriate postings. Those postings are either out of topic or inappropriate in nature.

The group members ranged from teenagers to elderly. They are from all over the world. Most of the group members are Javanese. There are also foreigners who want to study Javanese language and culture. Mbak Meniek stated that there are a lot of silent readers who rarely post or comment on posts, even though the number of members who actively post in the group is way less than the total number of members. Comments and postings are heavily filtered by the administrators. Filtering comments and postings is important in order to keep the group stay focused on its missions.

The administrators have different responsibilities. There are people responsible for accepting requests to join the group. There are people who take care of accepting and rejecting posts and there are people who are responsible of keeping the group alive by regularly posting materials on Javanese language learning and culture.

2. Aims of the group

When she was asked the reason behind the founding of the group, she answered, “*Pengen wae*,” which can be directly translated as “I just want it.” As the conversation went further, she stated that here were two main aims of the group. First, it is intended to preserve Javanese language and culture through social media

by helping Javanese diaspora to keep using their Javanese and providing learning materials for anyone in the group. Second, it has bigger intention to unite Javanese diaspora with the hope that when Javanese are united, they will be able to help the government of Indonesia to keep the unity of the nation.

Mbak Meniek stated her concern on how people were easily provoked by issues related to religious believes. She said that it is sad to see that happens. She also pointed out how people were so much more tolerant in the past when cultural values were still vibrant. She expressed her concern on how people look more religious these days, but in fact they do not respect people as much as people in the old days. Mbak Meniek hoped that when Javanese diaspora remember their cultural background, they will feel more connected to their culture and people who have the same cultural background as them. In the end, when they are strongly connected, they can spread the joy of embracing cultural values to other people around them and invite people to embrace their cultural values too. When people respect their local cultures more, they will not easily be influenced by issues which intend to divide people.

3. Challenges

When asked about the challenge in managing the group, Mbak Meniek stated that it is not easy to accommodate everyone. There are times when she had to calm different members down when the discussions went to arguments. She needed to privately message the members and explained the situation to calm them down. She said that sometimes she took provoking posts and comments down when she felt that those posts and comments led to conflict. She argued that even though sometimes she agreed with one side of people in conflict, she still decided to take the posts down. "The main aim of the group is to help people to study the language. I do not want people to get discouraged when they see conflict in the group," said Mbak Meniek. ot

The other challenge faced by the group is finding someone who can regularly post learning materials. Mbak Meniek have tried several times to assign 'teachers' who is responsible for posting daily learning materials, but most of them ended up posting two or three times and then stopped. Most of them blamed their work as the main reason why they stopped posting to the group. Mbak Meniek hoped that there is someone who committed to post learning materials more regularly. She also hoped that the group can have more youthful postings which can attract younger generation to learn Javanese.

Attracting younger people to learn is not an easy task to do as the younger generation is more attracted to foreign languages and cultures. This is worsened by the fact that Javanese is not spoken as much as before at home. Exposure to Javanese is way less than before. Mbak Meniek gave examples how her nephews and nieces were talking in Bahasa Indonesia at home. She hoped that the group could have more young people as its members and help them in learning the Javanese language and culture.

CONCLUSION

This study is far from completed. This is only a preliminary study to see how Javanese language is used and preserved in the digital era. The gathered data showed that people are still eager to use Javanese language and preserve the language. These people even mention ideas in preserving the language through digital media and they have applied the ideas they have. They are committed to work without payment in order to help people learn Javanese language and use it more proficiently. Further exploration is still needed to see how the Javanese language status progresses as time goes by and whether or not the efforts to preserve it show positive result.

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Mapping Students' Problems in Translating Poetry

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Abstract: Poetry translation is a challenging type of translation because the translator has to keep both form and content of the original poem. The translation should be done in such a way that the audience of the translated poem attains the same interpretation and response as those of the audience of the original poem. This study is an analysis of the translation of poetry done by 10 students of English Department, Bina Nusantara University. Each of the students was assigned to translate one English poem into Indonesian. The purpose of this study is to find out the difficulties or problematic areas in the translation of poetry, especially from the students' perspectives. Among the findings, the students often find difficulty in discovering the suitable words for the translation due to the differences in SL and TL collocation, as in "God does live" was translated into "Tuhan melakukan hidup". Thus, the meaning is not transferred appropriately. The results of this study are expected to shed light for teachers of translation, in particular literary translation, and also for the practicing translators.

Key words: poetry translation, poems, literary translation, translating difficulties, meaning transfer.

Abstrak: Penerjemahan puisi adalah jenis penerjemahan yang sangat menantang karena penerjemah harus menjaga bentuk dan isi dari puisi asli. Penerjemahan harus dilakukan sedemikian hingga pembaca puisi terjemahan mendapatkan interpretasi dan respons yang sama seperti pembaca puisi asli. Studi ini adalah analisa penerjemahan puisi yang dilakukan oleh 10 mahasiswa jurusan Bahasa Inggris, Universitas Bina Nusantara. Setiap mahasiswa ditugaskan untuk menerjemahkan satu puisi dalam bahasa Inggris ke dalam bahasa Indonesia. Tujuan studi ini adalah untuk menemukan kesulitan atau masalah dalam penerjemahan puisi, terutama dari sudut pandang mahasiswa. Diantara beberapa temuan, mahasiswa sering mendapat kesulitan dalam menemukan kata yang tepat karena perbedaan kolokasi dalam bahasa asal dan bahasa target, seperti dalam "God does live" diterjemahkan menjadi "Tuhan melakukan hidup". Hasil dari studi ini diharapkan dapat memberi masukan bagi pengajar penerjemahan, khususnya penerjemahan sastra, dan juga untuk praktisi penerjemah.

Kata kunci: penerjemahan puisi, puisi, penerjemahan sastra, kesulitan penerjemahan, transfer makna

INTRODUCTION

Poetry is defined as “the art of rhythmical composition, written or spoken, for exciting pleasure by beautiful imaginative or elevated thought” in *Random House Unabridged Dictionary*. Similarly, Oxford Dictionary defines poetry as a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm and imagery. In line with that, Cudden (1976) defines poem as a work of art, a composition, a work of verse, which may be in rhyme or may be blank verse or a combination of the two. Thus, Karjo (2016) concludes that a poem at least contains three aspects: semantic aspect (choice of words, imagery), linguistic aspects (verse/line structure) and aesthetic aspect (rhymes, styles). These three aspects should be interrelated to express the feeling of the writer of the poem as Nair (1991, p.93) asserts “poetry is an imaginative rendering of a poet’s feelings and experiences”.

As a representation of a poet’s feelings and experiences, poetry is notoriously difficult to translate. Robert Frost, a famous American poet (1874-1963) says that poetry is a memorable speech which is lost in translation (1969, p.93). Similarly, Clement Wood in Landers (2011) claims that poetry cannot be translated, but it can only be recreated in the new language. Some experts (cf. Rose, 1981) posit that only a poet can do a poetic translation. However, Landers (2011) assures that any translator can translate poetry as long as he or she possesses a poetic sensitivity even if he or she has never written a line of original poetry. Poetic sensitivity, in Landers’ (ibid.) opinion includes an appreciation for nuance, sonority, metaphor, simile, allusion and ability to read between the lines, flexibility and ultimately, humility.

Having a poetic sensitivity is not a compulsory requirement for translating non-poetic text, as Nida & Taber (1969, p. 12) say that translating non-poetic, everyday language is reproducing the target language (TL) the natural equivalent of the source language (SL) message, first in term of meaning, second in term of style. The objective of translation is producing an equivalent, arbitrary text that reads or sounds natural in the TL. Consequently, in translating non-poetic text, the most important thing to preserve is the meaning, and then the form comes second. On the contrary, in translating poetic text, especially poetry, Barbaresi (2002, p.121) proposes that the translator has to preserve *double correspondence*, i.e. to preserve both the meaning and form of the SL text in the translation. It means that the translator of poetry should strive to produce the translation that sounds natural in the TL as well as to maintain the format as the original. Format here can mean the verse and rhyme structure of the SL poem.

As daunting as it may seem, students of English Literature Department should be able to translate poetry appropriately. The present study attempts to find out which aspects of poetry translation are problematic for the students. From there, a mapping of translation difficulties can be drawn and in the future, the findings can be used as the consideration for planning the materials for the teaching of translation of poetry in particular and other literary texts in general.

LITERATURE REVIEW

A. Challenge of poetry translators

A poetry translator stands in the middle between the SL author and the TL reader, i.e. SL author ~ Translator ~ TL reader. The reason for being in the middle is because Landers (2011) emphasizes the important role of a translator by saying that without the intervention of the translator, the author would be unable to reach the TL audience. In a more subtle sense, a translator should be able to convey the same interpretation and nuance of the original poem to the TL reader.

In the same vein, Jones (2011) asserts that poetry translator has to interpret a source poem's layers of meaning, to relay this interpretation reliably, and/or to 'create a poem in the target language which is readable and enjoyable as an independent literary text'.

As a matter of fact, creating a poem in TL which can still arouse the same interpretation as the SL poem is not an easy task for a translator, especially translator of poetry. Prynne (2010) asserts that poetry is widely regarded as "difficult", and more challenging to understand than other modes of writing. The main challenge of translating poetry is keeping the double correspondence of form as well as meaning (Barbarese, 2002). Likewise, Nida & Taber (1964, p. 126) say that "the conflict between the dictates of form and content becomes especially important where the form of the message is highly specialized" as it is in poetry.

Anne Cluysenaar (1976) in her book *Aspects of Literary Stylistics*, makes some important points about translation. She believes that the translator should not work with general precepts when determining what to preserve or parallel from the SL text, but should work with an eye 'on each individual structure, whether it be prose or verse', since 'each structure will lay stress on certain linguistic features or levels and not on others.' Cluysenaar's opinion seems to emphasize the importance of keeping the form of the SL text in the TL translation besides transferring the message of the original text.

However, keeping both the meaning and form of the original text (poems) into the target language is a demanding task for the translator. Niknasab & Pishbin (2011) claimed that the main problem in translating poetry is maintaining both its meaning and form in the response created by it in the audience. Hence, they argued that the translator should make decision whether to sacrifice the form for the meaning or vice versa. Similarly, Kadarisman (2011) also says that it is impossible to preserve the double correspondence; the translator has to sacrifice either the meaning or the form. He gives the following example:

Kemah kudirikan ketika senja kala

Di pagi terbang entah kemana

I pitch a tent in the twilight

In the morning I fly away, who knows where

In an attempt to preserve the form, the translator misinterpreted the subject of the word *terbang*. The subject of *terbang* 'fly' is the tent, not 'I'. So, Kadarisman offers a revision for the second line,

'In the morning it is blown away, who knows where'

Thus, referring back to Barbaressi's (2002) proposal of double correspondence, if the translator preserves the meaning, he has to sacrifice the form; and if he preserves the form, he has to sacrifice the meaning.

Ideally, the translator of poetry must be fluent in and sensitive to the source language; he must know the source language's cultural matrices, its etymologies, syntax and grammar as well as its poetic tradition (Rose, 1981). The translation, Rose added, should become a poem in TL. To achieve that, the translator must also meet successfully the expectations and sensibilities of the poetic tradition of the target language. Thus, the most successful translators of poetry are frequently those who happen to be bilingual and bicultural and above all "poets" in the target language (p.136). However, Landers (2011) assures that we don't have to be a poet to be able to translate poetry as long as we can read an English language poem with feeling and have more than surface comprehension of that poem. Those who don't have that ability are unlikely candidates for poetic translation.

B. Problems in translating poetry

Poetry has several features. Poetry's features can be sound-based, syntactic or structural or pragmatic in nature (Jones, 2011). Thus, apart from transforming text, poetry translation also involves cognition, discourse and action by and between human and textual actors in a physical and social setting (p. 110). Due to its different features, problems in translating poetry can be categorized into three aspects, namely linguistics, semantic and aesthetic aspect. This categorization is made based on my observation of some previous studies regarding the problematic translation of poetry. Some elements in each category might be similar or different from the categorization made in other studies.

Linguistic aspect. Hariyanto (2008) lists two points: collocation and non-standard syntactical structures as linguistics factors which cause difficulty in translation. Collocation refers to the combination of words which typically go together, such as 'run a business' in English but *menjalankan usaha* in Indonesian. Non-standard syntactic structure refers to a kind of structure which may be intentionally written in a poem as part of the expressive function of the text. Such a structure is not normally used in everyday language. For example, an inverted structure in 'and we are put on earth a little space' will be quite difficult to translate into Indonesian as it will produce ungrammatical and illogical sentence like *dan kita ditaruh di dunia sedikit ruang*. Besides collocation and non-standard syntactical structure, I also include mistakes caused by ignorance of word class, for example

misjudge a noun for a verb and vice versa. Wrong interpretation of word class can cause mistake in translation. As a result, the meaning is distorted.

Semantic aspect. In this category, I include all the problems which results in the deviance of meaning in the target language. The first one is metaphorical expressions. Metaphorical expressions mean any construction evoking visual, sounds, touch, and taste images, the traditional metaphors, similes and all figurative languages. Second, choosing incorrect sense of words because of polysemy. Polysemy refers to a word which has two or more distinct meanings, and each meaning is unrelated to one another. For example, the word 'bank' can mean a financial institution or an edge of a river. Choosing the wrong meaning can cause mistake in translation. The last one is partial translation, in which the TL word does not adequately convey the meaning of the SL word. Here's an example of the translation of Sapardi Djoko Damono's poem *Sihir Hujan* into "Black Magic Rain" by Harry Aveling.

Hujan mengenal baik pohon, jalan
dan selokan – suaranya bisa dibeda bedakan
 the rain knows the trees , the roads,
 and the gutter – recognizes their voices

In the TL poem, the SL phrase *mengenal baik* is translated into 'knows'. The word 'know' means have information of something. However, the translation does not faithfully convey the meaning of *mengenal baik*, since 'know' only means *mengenal*. Using only 'know' does not describe how well the rain knows the trees, the roads and the gutter.

Aesthetic aspect. Aesthetic values, according to Newmark (1981) are dependent on the structure (or poetic structure), metaphor and sound. Poetic structure includes the plan of the original poem as a whole, the shape and the balance of individual sentences in each line. Maintaining the original structure of the poem may mean maintaining the original structure of each sentence. Sound involves anything related to sound in poetry, including rhyme, rhythm, assonance, onomatopoeia, etc. (p.65). Moreover, Newmark (1981) also concludes that aesthetic value or poetic truth in a poem is conveyed in word order and sound, as well as cognitive sense or logic. However, I put metaphor under the semantic category for it deals mostly with the meaning of the imagery. In this category, I also include the language style of the TL translation. Language style includes the formality and the way of expressing an idea the TL.

C. Strategies of translating poetry

Andre Lefevere (1975) as cited in Chan (1994) and Basnett (2013) proposed seven strategies for translating poetry.

(1) *Phonemic translation*, which attempts to reproduce the SL sounds in the TL while at the same time producing an acceptable paraphrase of the sense. However, Lefevere himself comes to the conclusion that this kind of translation works well in the translation of onomatopoeia, the overall result is clumsy and often devoid of sense altogether

(2) *Literal translation*, which is the word-by-word translation of the original text. However, this kind of translation often distorts the sense and the syntax of the original, thus producing a translation that is awkward and ungrammatical in the target language.

(3) *Metrical translation*, where the dominant criterion is the reproduction of the SL metre. Metre refers to the rhythm of the poem, including the number of syllables in a line, and the structure of stressed and unstressed syllables. But Lefevere concludes that, like literal translation, this method concentrates only on one aspect of the SL text at the expense of the text as a whole. As a result, in the reproduction of the metre, the content of the text is often distorted.

(4) *Poetry into prose*. This strategy involves the changing of form of the original poem into another literary genre. Lefevere concludes that this method results in the distortion of the sense, communicative value and syntax of the SL text. However, the distortion is not as much as the distortion that occurs in the literal or metrical translation.

(5) *Rhymed translation*, is when the translator tries to produce a translation that faithfully follow the bondage of metre and rhyme of the original poem. This strategy is done to create the poetic flavor in the translation. However, Lefevere concludes that the end product of translation looks like a 'caricature' of the original.

(6) *Blank verse translation*. In this strategy, the translator translates the original poem by emphasizing the choice of structure, while the lines are left unrhymed. This method can give greater accuracy but higher degree of literalness.

(7) *Interpretation*. This strategy indicates that the translators produce different versions of the original poem in TL based on their interpretation of the SL poem. Lefevere differentiates *interpretation* as *versions* of the original poem, in which the substance of the SL text is retained but the form is changed; and *imitations* where the translator produces a poem of his own which has a similar 'title and point of departure' as the source text.

METHODOLOGY

To collect the data, I used the qualitative data in the forms of 10 poems in English and their translations into Indonesian. There were ten sixth semester students from English Department, Bina Nusantara University participating in this study. Each of them was instructed to choose one English poem and translate it into

Indonesian. The theme and format of the poems were not specified, so the participants chose the poems that really interested them.

The translated poems were collected and analyzed by categorizing mistakes in the translations to discover the problems faced by the students in translating poetry. Hence, a mapping of translation difficulties can be drawn.

RESULTS

Based on the students' translation of the selected poems, I found 40 problematic translations. However, those findings can be categorized into three basic problems, i.e. linguistics, semantic, and aesthetic. In this section, 13 samples of translation which represent those three problems are discussed in details.

A. Linguistic problem

Linguistic problem refers to the difficulty in transferring the SL text into TL text due to the differences in syntactic structures of the two languages. There are four samples of translation which show linguistic problems.

- (1) These arms for you are open

This heart for you does care

Lengan ini untuk kamu terbuka

Hati ini untuk kamu peduli

The lines in the original poem in (1) use the structure of subject (this arm) + complement (for you) and predicate (are open). For poetic purpose, this structure is acceptable. Moreover, in English language, this sentence structure is considered grammatical though it is uncommon in non-literary context. However, the literal translation using the same structure into Indonesian produces awkward lines as in *Lengan ini untuk kamu terbuka*. Even though, it is written in poetry, Indonesian does not recognize such sentence structure. Thus, a better translation would be *Lengan ini terbuka untukmu*. Since the focus is the 'arms', the translation should be changed into a passive form.

- (2) I could not help but wonder why

Aku tak bisa menolong tapi aku bertanya-tanya kenapa

This line uses the structure of 'could not help but wonder'. The phrase 'cannot help but' is an idiomatic expression used when someone is strongly compelled to do something. So, the sentence 'I could not help but wonder why' means that the writer has an urge to wonder why something happens. However, the translator translated this line literally as *tidak bisa menolong*, since 'help' means *menolong* (to assist someone

to do something). The phrase 'could not help but' can be omitted in the translation as in: *Aku bertanya-tanya kenapa*.

(3) Like a seed I've never sown

These things I've never known

Seperti benih aku tidak pernah menabur

Hal hal ini aku tidak pernah tahu

The lines in this poem use the adjective clause structure. In the phrase 'a seed I've never sown', the adjective clause 'I've never sown' functions as the modifier of 'a seed', thus it can be translated as *benih yang tak pernah kutabur*. Similarly 'the things I've never known' can also be translated as *hal hal yang tak pernah kutahu*. Moreover, the last words (sown and known) of the original poem form a rhyme. Yet, it is quite difficult to find rhyming words in the translation without distorting the meaning of the original words. In the student's translation, the literal format is maintained resulting in deviancy of meaning. The back-translation of the line *seperti benih aku tidak pernah menabur* becomes 'like a seed, I have never sown'. Although the word order is exactly similar, this sentence has different structure, consequently different meaning. In this sentence, the writer is the person who has never sown and he did that because he is like a seed. Thus, in this case, the seed also becomes the agent, the doer of the sowing activity. In the original poem, the seed functions as the object, something that the writer (I) has never sown.

(4) Comfort your falling tears

Kenyamanan air matamu jatuh

The problem in line (4) is caused by the ignorance of the word class of the word 'comfort'. In this context, this word is used as a verb meaning to ease the grief or distress of something. In other context, it can be a noun which means a state of physical ease and freedom from pain or constraint that can be rendered into *kenyamanan* in Indonesian. However, since this is a verb, and consequently a sentence that begins with a verb is an imperative sentence, then it cannot be translated into *kenyamanan* but *menyamankan*. Another problem occurs regarding the collocation of the phrase 'falling tears' *air matamu*. The translation of *menyamankan air matamu* sounds awkward and illogical. Thus, the phrase 'comfort your falling tears' can best be translated as *menghapus air matamu*.

B. Semantic problem

Semantic problem refers to the difficulty in transferring the SL text into TL text due to the differences in meaning of a word/phrase in one language and in another language. From the data, I found six samples which display various semantic problems.

(5) Look on the rising sun

There God does live

Lihatlah matahari terbit

Ada Tuhan melakukan hidup

The issue in this translation is the collocation 'God does live' which is translated literally into *Tuhan melakukan hidup*. The word 'does' means performs something, but it also has the meaning of provide or make available as in the sentence 'many hotels do single rooms'. In English, the word 'do' can collocate with several words resulting in difference in meaning. However, the range of words that can collocate with a certain verb such as 'do' differs in one language to another. For example, 'to make bed' cannot be translated into *membuat tempat tidur* but *membersihkan tempat tidur*. Similarly, the translation of (4) above should be *Tuhan memberikan kehidupan*.

(6) But I am Black, as if bereaved of light

Tapi aku berkulit hitam, seolah berduka oleh cahaya

In sample (5), the translator mistranslated the phrase 'bereaved of light' as *berduka oleh cahaya*. The word 'bereaved' means 'be deprived of a close relation through their death'. Thus, this word is translated literally as *berduka*. *Berduka* is a sad feeling that a person feels when someone he/she loves passes away. *Berduka oleh cahaya* implies that a person is feeling sad because of the light, which is quite illogical. Looking at the context of the original poem 'but I am Black, as if bereaved of light', the author wants to say that he is black because he was deprived of light. Therefore, the problem here is the interpretation of the word 'bereaved' in metaphorical sense, which can be glossed as *kekurangan atau ketiadaan*.

(7) Home is sweet

Rumah adalah tempat yang nyaman

Another semantic problem is the rendering of idiomatic expression or proverb. In English there is a proverb 'Home sweet home' which is used to express a feeling of relief or pleasure upon returning to one's home, especially after an extended period away from it. The line 'home is sweet' is probably derived from this proverb, indicating that home is a comfortable place to return too. The metaphorical word 'sweet' cannot be rendered literally into *manis*, since it does not appeal the same sense as the original English word. Thus, the translation *rumah adalah tempat yang nyaman* is acceptable because of the absence of the equivalent metaphor in the target language.

(8) You are old, father William

And have grown most uncommonly fat

Engkau sudah tua ayah William

Dan telah tumbuh paling jarang lemak

There are two problems in the translation of line (7). The first one is the translation of address term 'father' into *ayah*. The word 'father' can be literally translated into *bapak* or *ayah* to address an adult male person. However, *ayah* is only used if the speaker has biological relation with the addressee. Thus, the address term *ayah* in the first line is not too suitable. The second issue is the phrase 'most uncommonly fat' which is translated into *paling jarang lemak*. The mistranslation occurs because of the misinterpretation of the word 'fat'. As a noun 'fat' means an oily substance under the skin, which can be rendered as *lemak*. Yet, as an adjective 'fat' means having large amount of fat, or in Indonesian, it is *gemuk*. Therefore, the translator made mistakes in choosing the right equivalent of 'fat'. Subsequently, 'uncommonly' is also translated into *paling jarang*. The synonym of 'uncommonly' is unusually or exceptionally, but it can also be used to mean 'remarkably'. Thus, a better translation for the second line would be *Anda sudah menjadi luar biasa gemuk*.

(9) Pray, what is the reason of that?

Doa, apa alasan itu?

The problem in line (8) is the misunderstanding of the word 'pray'. Normally, 'pray' is used in the sense of addressing a prayer to God, thus in Indonesian, its literal translation is *doa*. However, in literary use, in archaic usage, 'pray' is an adverb used as a preface to polite request or instructions. The translator, probably, did not know about this subtle differences in usage, thus she came up with the word *doa*. The better translation is probably, *Tolong katakan, apa alasannya?*

(10) In my youth, said the sage, as he shook his grey locks

Di masa mudaku, kata orang bijak sambil menjabat kunci abu abunya

Another problem of choosing the accurate word also happens in rendering polysemous word 'locks'. A lock can mean a mechanism for keeping a door, window, lid or container fastened, typically operated by a key. Literally, it can be rendered into *kunci* in Indonesian. However, a lock can also mean a piece of a person's hair that coils or hangs together. This meaning can be translated into *segumpal rambut* in Indonesian. Moreover, the translator made mistake in translating the word 'shook'. To shake means moving (an object) up and down or from side to side with rapid, forceful and jerky movements. This word can be rendered as *mengguncang* atau *menggoyang* in Indonesian. In spite of this, 'shake' can be used idiomatically in 'shake hands' meaning clasping someone's right hand in one's own at a meeting or parting, in reconciliation or congratulation, or as a sign of agreement. In this context, only hand can be shaken. Similarly, in Indonesian, the literal glossing of 'shake' is *menjabat*, and it can only collocate with *tangan*. Thus, the translation *menjabat kunci* is also unacceptable because of the wrong collocation. The

line 'as he shook his grey locks' can better be translated as *sambil menggoyangkan gumpalan rambut abu abunya*.

C. Aesthetic problem.

Aesthetic problem refers to the difficulty in transferring the SL text into TL text due to the differences in the way of expressing a concept in one language and in another language. Besides the sounds, stylistic choice is also included here. There are three samples found in this category.

- (11) Day by day, thoughts of you keep running through my head

Silih hari berganti, bayang bayang akan dirimu selalu menghantui diriku ini

In an attempt to produce a poetic line, the translator often goes too far in using TL words, which eventually produce a line that is too flowery as can be seen in sample (11). The first phrase 'day by day' can sufficiently be rendered as *hari demi hari*. The phrase 'thoughts of you' literally means *pikiran tentang dirimu*, yet this TL phrase is not suitable in this context. The more suitable one could be *bayangan dirimu*, even though in English it literally means 'your shadow'. Yet, *bayangan* can also be a product of the act of thinking or imagining something.

- (12) A true friend will make you feel warm inside and not cold like a true winters night

Seorang teman sejati ialah seorang yang akan membuatmu merasa nyaman, dan tidak akan membuatmu menjadi dingin seperti musim dingin di malam hari

Another sample of flowery translation occurs in (12), resulting in the TL translation that is much longer than the original. Thus, the metre of the original poem cannot be maintained. The SL text only consists of 17 words (19 syllables) while the translation becomes 22 words (52 syllables). Cutting some function words will result in more concise translation. I propose this rendering : *Teman sejati membuatmu hangat di hati dan tidak dingin seperti malam di musim dingin* (14 words, 28 syllables).

- (13) And thus, I say to the English boy

Dan, dengan demikian, aku berkata pada anak laki laki Inggris

The problem with this translation is the rendering of the word 'thus' into *dengan demikian*. Although these two words have the same meaning, the phrase *dengan demikian* sounds too formal to be used in a poem. Moreover, the translation is too long. A shortened version such as *Maka, kukatakan pada bocah Inggris itu* is suitable to render the whole sentence.

CONCLUSION

Poetry translation remains a challenging task for experienced translators, let alone students of English Literature students. This study confirms that the students still faces problems in translating poetry in three aspects, namely linguistic, semantic and aesthetic aspect. In linguistic aspect, the problems occur because of collocation, non-standard syntactic structure, and misuse of word class. Problems in semantic aspect include wrong choice of polysemous words and metaphorical expression. Finally, problems in aesthetic aspect happen because of inability to find words that has rhyme and metre in the TL and because of stylistic choice. As for the strategy, most students use literal translation strategy, followed blank verse translation and poetry into prose translation. Consequently, no one uses phonemic translation, rhymed translation, metrical translation and Interpretation. They all tried to be faithful to the original. Yet, only meaning can be preserved, not the form.

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APPENDICES:

List of English Poetry

1. *The Little Black Boy* by William Blake
2. *You are old, Father William* by Lewis Carroll
3. *A True Friend* by Ashley Montgomery
4. *What I love about you* by Crystal Jansen
5. *A stranger* by Lang Leav
6. *Alone* by Mariann Gentile
7. *A True Friend* by Samantha Glover
8. *October Rain* by Rene Bennet
9. *Home* by Jennifer Burns
10. *Hope* by Rachel Fogle

Anti-Corruption Education, Culture and Character Building: A Literature Review for Preventing and Controlling Corruption

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Abstract: Corruption is a worldwide issue and has become one of the main concerns in every country. The issues related to corruption and problems to control it have been a serious topic of discussion, as well as how to prevent it. Corruption situation and the approach to control and prevent it are different from one country to another following the cultural differences. Culture and tradition do not only take as an important part in everyday life and politics, but it also has played an important role associated with corruption issues. Gift-giving, as an example, is part of culture that relates closely with the corruption. Thus, culture supposes to be considered for being able to solve the problems related to corruption and the prevention. Another method for preventing the corruption actions are through the education. In Indonesian context, the anti-corruption education has been introduced and discussed for long. Also, there is an attempt to make it part of the education system explicitly and implicitly. The prevention of corruption is also closely associated with the character building or character education. A closer look to the integration of the anti-corruption education, culture and character building needs to be taken for solving the problems related to corruption and its prevention. This paper presents the literature framework of this topic.

Key words: Anti-corruption education, cultural studies, character building.

Abstrak: Masalah korupsi saat ini telah menjadi salah satu isu yang menjadi perhatian utama negara-negara di seluruh dunia. Masalah yang berkaitan dengan korupsi tersebut dan cara untuk mengendalikannya telah menjadi topik diskusi yang serius, dan juga bagaimana mencegahnya. Situasi seperti ini dan pendekatan-pendekatan untuk mengendalikannya dan mencegahnya akan berbeda dari satu negara dengan negara lain karena adanya perbedaan-perbedaan budaya. Budaya dan tradisi tidak hanya berperan penting dalam kehidupan sehari-hari dan politik, tetapi juga memainkan peranan penting dalam masalah korupsi. Pemberian hadiah, sebagai contoh, adalah bagian dari budaya yang terkait dan dapat dianggap sebagai sebuah bentuk korupsi. Dengan demikian, faktor budaya perlu dipertimbangkan karena mampu mengatasi masalah yang berkaitan dengan korupsi dan pencegahannya. Metode lain untuk mencegah tindakan korupsi adalah melalui pendidikan. Di Indonesia, pendidikan anti-korupsi telah diperkenalkan dan telah dibahas sejak lama. Pendidikan anti korupsi juga telah diupayakan agar menjadi bagian dari sistem pendidikan baik secara implisit maupun secara eksplisit. Pencegahan korupsi ini juga terkait erat dengan

pembentukan karakter atau pendidikan karakter. Lebih dalam lagi, integrasi dari pendidikan anti korupsi, budaya, dan pembentukan karakter perlu dilakukan untuk menyelesaikan masalah yang berkaitan dengan korupsi dan pencegahannya. Dalam makalah ini akan dipaparkan kajian teoritis yang berkaitan dengan topik-topik tersebut diatas.

Kata kunci: pendidikan anti korupsi, kajian budaya, pembentukan karakter

INTRODUCTION

Corruption is a worldwide issue because it has existed in all aspects of societies which no boundaries but its effects however are the same in every country (Shaukat, 2004). One of the main concerns in every country, corruption causes disadvantages and holds back growth. The impact of corruption is massive for the economic, social, law, governance and politic condition in a country. Furthermore, the issues related to corruption and problems to control it have been a serious topic of discussion. Prato (2017, p. 107) stated that the corruption most happens in the developing and in 'transition' countries, countries which moves from post-communist regime to the democratic model. So, nations need to control and to prevent the issues. That is the reason we are trying to find a way to support anti-corruption mechanism meanwhile the efforts to deal with it are often weak. It seems that whatever the efforts that have been done or governed fail and gained a success only at the beginning when the acts against corruption are launched. The actions to control and to prevent corruption are initiated in every country, but it should be considered that corruption and the approach to control and to prevent it are different from one country to another following the cultural differences. It is expected that the anti-corruption education has contribution to improve and to strengthen the Indonesian education to control and to prevent corruption based on the Indonesian culture. The anti-corruption education supposes to be introduced to the students as early as possible. In other words, the purpose of this paper is to establish the need for improving and implementing anti-corruption education in Indonesia.

LITERATURE REVIEW

A. Character building for fostering anti-corruption norms

One of the ways to stop corruption or to support anti-corruption program is through character building. Character building or character education is important for building integrity of the students. Character education is a collaborative works of some parties, family, teachers, and education staffs and community because character is shaped based on the closely related social and cultural environment. In general, character consists of three components, i.e. moral concept (moral knowing), moral attitudes (moral feeling), and moral behaviour. Thus, a good character of an individual is a person who has knowledge of the good, the desire to do well and do actions of kindness (Dalmeri, 2014) (Indawati, 2015). According to Thomas Lickona, there are

seven essential characters that should be taught to the students, i.e. honesty, compassion, courage, kindness, self-control, cooperation, and diligence or hard work. Meanwhile, these concepts is developed into nine characters following the national characters of Indonesia, such as responsibility, respect, fairness, courage, honesty, citizenship, self-discipline, caring and perseverance (Dalmeri, 2014).

Character education can be taught formally and informally. Through formal education, the character education is taught within a well-structured system of education. Meanwhile, informally, the character education starts from the family unconsciously through daily interaction with the family members. The children development occurs beyond the limitation of time and place; their parents become their teachers; and the social learning process and social interaction happen between the members of the family and the close relatives. The educational process is not a burden for the students since there is no set level, curriculum, schedule, teaching methodology and evaluation. The students' achievement of the education can be seen from the quality of their personality in daily basis. The elements of informal education consist of religion, noble character, etiquette, moral and socialization (Suyahman, 2017), therefore, in relation to the anti-corruption, the focus is on the building of good character and moral of the students without neglecting other elements of informal character education.

Morality is defined as "action and thought motivated by a sense of compulsion or obligation rather than by love (spontaneous inclination or wish), and by negative wish to avoid painful feelings (shame or guilt) rather than by a positive wish to express feelings of love" (Ma, 2009). Ma (2009) also stated that moral characters consist of humanity, intelligence, courage, conscience, autonomy, respect, responsibility, naturalness, loyalty and humility. Thus, it can be concluded that corruption can be controlled and prevented through character education, whether it is taught formally at school or informally in the family.

B. Culture as one of affecting factors

It is necessary to consider corruption in cultural perspective, because of the literature review of this research is based on corruption over cultural borders. As many people thought that corruption is merely related to economics and politics. Yet, it also has a close connection to culture, in particular social norms or values, because corruption is the product of the culture as well as politics. Culture can be one of the reasons of corruption, yet it can also be used for controlling and preventing corruption. Even though culture influences corruption, yet it does not happen in every culture. This is the reason why corruption does not become the main issue in particular countries, while it does in other countries. The different forms of corruption in different countries are the results of the different social norms possessed by different ethnic group or society. This is in line with Lachman, Need, & Hinings (1994) who stated that different cultures have different norms and because of this reason every country has different understanding of something considered legitimate or illegitimate behaviour. Of course, the different approaches against corruption depend on the nation's culture. Take as examples, the policy taken in India and

China. According to the statements of Prime Minister Narendra Modi (Prabhu, 2016), at point 3, there is a phrase “invalid and unconstitutional” which refer to the law of India that implemented based on its culture. Meanwhile, the policy of Doi Moi, which known as economic renovation, has forced major changes in social and economic institutions and highly improved production capabilities in Vietnam which remains a less-developed country, but corruption still plagues most sectors of the economy even in the education sector (McCornac, 2007). From the same source we know that corruptive practices are the norm rather than the exception and foster an environment of distrust and suspicion on the part of those forced to participate in this system.

In the countries where the shame and guilt feelings are internalized, the anti-corruption norm is highly appreciated and the intrinsic motivation to engage in corruption is weak. In the contrary, corruption is established when the anti-corruption norms are not shared in the community. Because of these differences, corruption should be approached differently from one society to another for better solutions by referring to the cultural perspective of each society. This is in line with Prato (2017) who argued that the corruption occurrences in particular community should refer to the historical and cultural traditions context as well as people behaviour and perceptions towards corruption and its consequences. No comparisons can be made from one country to another in understanding corruption because of the different culture that they have. Corruption in Indonesia can only be understood using the Indonesian culture itself.

Corruption has internalized in people's life in daily basis. They do not realize that some common activities they do are a form of corruption. They do it naturally as it is their culture. Gift-giving or so called gratification, as an example, is a part of culture that relates closely to the corruption. People relate the gift-giving with the social norm and social behaviour as it is the way appreciating and hospitality towards others. In many cultures, including in Indonesian culture, this behaviour is the way to show reciprocal kindness because of its characteristics: gift-giving is not demanded; it is not about the materials, instead it is about the spirit; there is no hidden motives in doing it; and it is an openness act. As a gift, the amount of it supposes not to be excessive for not making the corruption to happen. This culture might be destroyed and perverted by corruption when excessive and expensive gifts are given.

Cultural determinism is used for reviewing the relationship between culture and corruption. Cultural determinism is a belief that people's behaviour and emotion are determined by the culture. The environment, where people live and raise, becomes the biggest influence in shaping his personality. The social system that has been set is accompanied with the negotiated means to achieve the goal of the social system. When people are not being able to achieve it, they tend to break the social norm for many reasons, such as limited or no access to social structure, discriminations or lack of skills. This situation potentially drives people with no strong behaviour and emotional state to break the social norm and to corrupt in order to be able to have equal social status. Thus, according to the explanation above, culture becomes the reasons for corruption because culture emphasis on the success in social economic condition

while there are many limitations in accessing the opportunity. This theory is so called means-ends scheme which was introduced by Robert Merton (Kemendikbud, 2011) (Prato, 2017).

C. Education system as prevention

Anti-corruption education in Chinese universities and schools is the foundation of China's efforts in order to build a good society. The efforts have also been made to ensure that teaching materials appropriate with the requirements of anti-corruption education and reflect the regulation of Chinese government. The Ministry of Education of China developed the "Opinions of the Ministry of Education on Anti-Corruption and Integrity Education in Universities and Schools" which is useful to improve comprehensively the ideological and moral standards of students. It indicates that anti-corruption education becomes the principles of every school in China. In order to build a good social atmosphere, the Ministry of Education of China formulates a guideline, which covers the scope of educational activities as is needed. There are four best practices offered: 1) Development of National Policy on Anti-Corruption and Integrity Education in Universities and Schools, 2) Integration of Anti-Corruption and Integrity Elements into Teaching Materials and Curricula of such Subjects as Chinese Courses, History Courses, and Morality Courses in Primary and Secondary Schools, 3) Annual Integrity Cultural Contests and Anti-Corruption Education Series Held in Universities and Colleges, 4) Individual Universities' Initiatives of Anti-Corruption and Integrity Education (UNODC, 2017).

In Indonesia, the anti-corruption education has been stated in the 2006 Curriculum both as standard competence and basic competence of civil education in both Middle School and Senior High School (Komalasari & Saripudin, 2015). In their paper, they described the standard competence of anti-corruption education for those level of education in detail. For the student of Middle School, the standard competence for grade VIII of anti-corruption education is "performing obedience toward national regulation", while for the students of Senior High School, the standard competence for grade X is "performing positive attitude toward national jurisdiction and law system" and for grade XI is "performing open-minded and justice attitude in national and state life". The basic competences stated in Grade VIII are mentioned as follows: 1) identifying the sequences of national regulation, 2) describing the process of creating national regulation, 3) obeying national regulation, 4) identifying corruption cases and the effort to eradicate corruption in Indonesia, 5) describing definition of anti-corruption and the instruments (law and institution) of anti-corruption in Indonesia. While the specific basic competences stated in Grade X are written as follows: 1) describing definition of law system and national jurisdiction, 2) behaviour the role of jurisdictional institutions, 3) performing attitude based on prevailed law rule, 4) behaviour the effort of corruption eradication in Indonesia, 5) performing participation and effort of corruption eradication in Indonesia. The last three specific basic competences for grade XI are stated as: 1) describing definition and importance of open-mindedness and justice in national and state life, 2) behaviour the

impact of transparent governance performance, 3) performing open-minded and justice attitude in national and state life.

Moreover, anti-corruption is related to the behaviour and attitude to control and to prevent the acts of corruption. There are nine fundamental values of anti-corruption which describe as follows (Kemendikbud, 2011):

1. Honesty

Honesty is the fundamental values and the primary base for building integrity. Being honest and transparent to others and to self is an obligation for everyone. Honesty should be developed in every aspect of human's life to protect themselves for being unfair to others.

2. Caring

When someone has social concern towards others, he develops the feeling of love and caring for the ones in need. This kind of person always thinks of others first before him or herself and always tries to find ways to help others.

3. Independency

Independency develops a strong character to detach himself or herself from others. An independent person has an ability to optimize his brain and thought for being able to work effectively. He builds networks to support his jobs instead of manipulating them for his or her personal benefits. Independency is also making a person able to select partners with responsibility for accomplishing the jobs.

4. Discipline

Another key factor to success is discipline. Being persistent and consistent in developing self-potential empowers someone in doing the jobs successfully, instead of having respect to the principles of virtue and truth. By being discipline, craving for success instantly can be avoided.

5. Responsibility

Responsibility enables a person to think and to do for the benefit of others in many ways. When people realize that they are responsible to their community, country and nation as if they are responsible to God, they have impeded themselves for being disgraceful and contemptible.

6. Hard work

A hard worker individual possesses a good work ethic and increases the quality of their jobs to bring about benefits for the community. They tend to show their excellent performance in accomplishing their works and refuse to earn something without working.

7. Modesty

An individual who recognize his needs and tries to fulfill it unexaggeratedly. The most important part is to enrich the knowledge for being able to life successfully rather than collecting wealth.

8. Courage

A person who has courage in expressing the truth and vanish the pride is someone with a strong character and is intolerant to irrelevancy. The courage in them makes them strong to be on their own for doing something right, even though they might against the society.

9. Equity

By realizing that everyone is equal to one another, people do not take something that belongs to others. They accept their share proportionately according to what they have done. Equity becomes the rule of conduct for a leader in giving appreciation or compensation to their employee according to their achievement at work. They also have concern in establishing equality for their community. The education sector can be a good solution for anti-corruption education, the points to shape the attitude against corruption delivered through projects or embedded in curricula (UNDP, 2011). The anti-corruption education should be taught to the students at the early age that covers the aforementioned values of anti-corruption.

METHODOLOGY

Some recent researches do an excellent effort to demonstrate current knowledge's in several different aspects of the anti-corruption discourse (Disch, Vigeland, & Sundet, 2009). This research has provided some very diverse views on corruption prevention issues through education. The challenge is to identify the structure of the right material points to be presented as an educational foundation and useful for designing activities in anti-corruption education. We chose a descriptive approach to record the ways in which anti-corruption education is run in schools, so that learning points can be an information bank on anti-corruption education. The selection of this descriptive approach consists of three categories which we consider as important aspects of this literature study. The four categories mentioned above are: 1) character building for fostering anti-corruption norms, 2) culture as one of affecting factors and 3) education as prevention.

RESULTS

According to the explanation above, it can be learned that corruption can be stopped and prevented by integrating the character education or character building, cultural perspective and anti-corruption education. The anti-corruption education

does not only prove the knowledge on corruption but also focus on the character building, the values of anti-corruption and moral awareness towards corruption. In the practical level, the combination of these can be in the form of not cheating, being discipline, being honest, being fair, and many other good deeds. The integration of these three aspects becomes important in formulating the suitable form of anti-corruption education starts from the primary level of education to the higher education level.

The aforementioned experts' point of view above can be summarized into a table which consists of the important components in developing a suitable formulation of anti-corruption education. The table is as follow.

Table 1:
Important components of developing anti-corruption education.

Thomas Lickona	Ma	Kemendikbud
Honesty	Humanity	Responsibility
Compassion	Intelligence	Respect
Courage	Courage	Fairness
Kindness	Conscience	Courage
Self-control	Autonomy	Honesty
Cooperation	Respect	Citizenship
Diligence	Responsibility	Self-discipline
	Naturalness	Caring
	Loyalty	Perseverance
	Humility	

The table shows the similar points that are beneficial in anti-corruption education. Every country might highlight the important points differently according to their cultural values and social norms. Whatever the highlighted points are, these points should be the foundation for developing and improving the suitable anti-corruption education. These points should be internalised in the everyday life and become the rule of conduct against corruption.

The moral values listed in the table, which has become the components of anti-corruption, are considered as important in combating corruption because it is related to the value of decision making for corruption practices. Moral is mostly related to the cognitive level of an individual and the social exposure in considering choices. Moral might be considered as the threshold before committing corruption. Because moral development is influenced by many factors, such as age, gender, level of education, religious community, culture, and many others, the implementation of moral teaching in the anti-corruption education should meet these many factors for effective results of anti-corruption education.

The points in Table 1 are in line with the principles of anti-corruption education mentioned by the Ministry of Education of Indonesia. The principles are as follows:

1. Accountability

Accountability is the conformity between the regulation and the implementation in the workplace. Every institution responsible for their works based on the convention and constitution regulation, both in the cultural or institutional level.

2. Transparency

This principle becomes important in controlling corruption. By being transparent, every policy process, including the irrelevancy, is exposed to public. Transparency becomes the entrance and control to the whole dynamic process of institution structure. In its simplest form, transparency refers to sincerity and honesty for upholding trust. These three elements are the main principles in life.

3. Fairness

Fairness is important in preventing the manipulation in institution budgeting, either in the form of mark up or other unreasonable forms. The nature of unfairness principles consists of five important things, such as comprehensive and disciplined, flexibility, predictable, honesty and informative. By being comprehensive and disciplined, the entire aspects, continuity, consistency, assessment principles, and expenditure and off budget are considered. Flexibility conveys meaning that every policy leads to efficiency and effectiveness. Predictable means that there is a provision in planning over the basic principle of value for money to avoid deficits in the current fiscal year. Honesty becomes the key point in this principle for, by being honest, there is no bias in the approximation of revenues and expenditures. By being informative, the financial reporting information system should be measurable and explainable. This characteristic of fairness is closely related to honesty, working performance and decision making.

4. Policy

Policy plays a role to set the interaction order for avoiding irregularities which may harm the country and society. The anti-corruption policy is not always identical to anti-corruption laws; instead it might be in the form of laws in freedom of information access, decentralization, anti-trust, and many others that enable people to know and to control the performance and the budget utilization. The aspects of policy consist of the content of the policies, the policy makers, the executives and the culture of the policy.

5. Policy control

The policy control is an attempt to make the policy that has been made truly effective in eliminating all forms of corruption. The policy control might be in the form of participation, evolution and reform. By participating in the preparation and implementation of the policy, we have involved in controlling the policy. The evolution form of policy control is by offering new policy alternatives that are

considered more viable. The reform of policy control can be performed by controlling the changing of policy which is considered as inappropriate.

Thus, it can be concluded that anti-corruption should be taught formally and informally. And, it should be the concern of every citizen. The components for implementing the anti-corruption education should be made and prepared. The government has made the anti-corruption as the policy in controlling and preventing corruption and it needs the support from the community. The massive support for the implementation of anti-corruption education must be taken for combating corruption as an extra-ordinary crime. Every aspect in our culture, social values and norms that develop the good deeds can be the source of anti-corruption education in all levels of education.

CONCLUSION

Based on the aforementioned theories, it can be concluded that the anti-corruption education is necessary to build the students' attitude against corruption. The anti-corruption education in Middle School, Senior High School, and Higher Education can be measured not only based on theory but also based on their level of affective and behaviour. Students are expected to apply their knowledge to fight corruption in facing the real-life conditions. This action requires a mental revolution as proclaimed by the Indonesian President, Mr. Joko Widodo. Mental revolution demands honesty in an everyday life. So, with such a good life style, they who have mental revolution are able to show intolerance to corruption, and on the other hand, they are also able to demonstrate their good behaviour with the norms and ethics.

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Implementing SAMR Model in Language Learning

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Abstract: SAMR (Substitution, Augmentation, Modification and Redéfinition) model created by Ruben P. Puentedura was developed to help educators examine the levels of technology they use in their educational practice. The model itself gives a clear picture on how the implementation exposes the language learning using technology into variety of language skills: reading, writing and listening. Implementing the model in language learning will certainly extend the language exposure learned by the students. Jakarta Intercultural School, for example, has been implementing SAMR model to extend a writing class into a collaboration writing even redefine it when a new form established. The workshop will help participants to comprehend and practice deeper on the use of SAMR model to assess the language learning using technology. Using the model, participants will be able to plan their language curriculum using technology effectively.

Key words: SAMR model, Language, Technology.

Abstrak: *Because Model SAMR (Substitution, Augmentation, Modification and Redefinition) dicetuskan oleh Ruben P. Puentedura untuk membantu para pendidik melihat sejauh mana teknologi dipakai dalam praktek pembelajaran. Model itu sendiri membantu untuk memberikan gambaran jelas bagaimana menerapkan pembelajaran bahasa menggunakan teknologi dapat membawa pembelajar pada skil pembelajaran bahasa seperti: membaca, menulis dan mendengarkan. Penggunaan model ini tentu saja akan membuat pembelajar lebih terekspos pada bahasa itu sendiri. Jakarta Intercultural School, sebagai contoh, telah menerapkan model SAMR untuk kelas menulis lebih dari sekedar menulis melainkan menjadi sebuah kolaborasi bahkan membuatnya dalam bentuk yang lain ketika format baru terbentuk. Workshop ini akan membantu partisipan untuk memahami dan berlatih lebih dalam menggunakan model SAMR untuk menggunakan teknologi dalam pembelajaran bahasa. Melalui penggunaan model tersebut, partisipan akan dapat merancang kurikulum bahasa dengan menggunakan teknologi secara efektif.*

Kata kunci: Model SAMR, Bahasa, Teknologi

INTRODUCTION

SAMR model is the abbreviation of Substitution, Augmentation, Modification and Redefining. Israel & Lang (2013) mentioned that Ruben Puentedura created SAMR model to help librarian, educators and community in assessing the involvement of technology in learning process. Discussing about the term involvement means that the paradigm of technology used in learning process is not tied on certain or special classroom. The use of technology is not tied up with what-so-called a computer laboratory. SAMR model looks closely to the integration of technology to the learning process itself. Mueller, Archer and White (2013) wisely stated about the use of technology in learning, therefore, in the perspective of SAMR model, is to see clearly the learning transformation.

As the use of computer laboratory has been transformed to the classrooms, SAMR model has been a tool to assess how learning process happening. I have been working with classroom teachers in implementing SAMR model since 2013. A very simple example for the implementation of SAMR model is a writing class. When a writing task is given to students, teachers mostly will focus on the writing genre taught. To get the technology involved in writing class, teachers will assign students to type the text using word processor. Students will send the file to their teachers when the task is done. Some people claim that they have used technology. In fact, it is true that they have used technology in their writing class. However, looking through the SAMR model, the activity of writing the text using word processor is only in the level of Substitution. Instead of using paper to write with, the teacher asks students to substitute the paper with a file.

A writing class should not be ended when all files are submitted to the teacher. Technology offers so much to expose of the writing skill students have. Saavedra (2012) stated that we live in 21st century where critical thinking and communication are a great combination found in learning process. Interesting fact was mentioned by Goodwin (2012) in the research of tablet technology used in Hovell Public School, New South Wales, Australia where the result assessed using SAMR model.

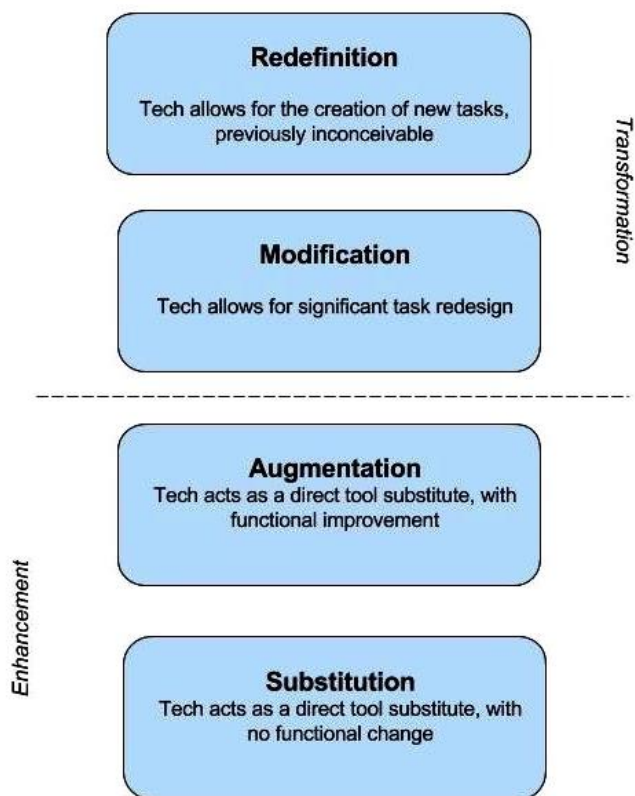
The use of technology in learning represented by tablet showed that students made a tremendous learning transformation where they created projects based on their writing or reading into Redefinition level. It means when they had a task whether it was reading or writing, they finished the task by submitting more than a file of word processor but a new form of writing or reading.

LITERATURE REVIEW

A. SAMR Model

Based on Ruben Puentedura SAMR model (see figure 1), a classroom model for using technology can be explained as can be seen in the following figure, where Puentedura (2014, 1) explained that educators need to realize in applying technology in their lessons. He created SAMR question ladders (see figure 2) to help.

Figure 1:
Podcasts on iTunes



Source: Podcasts on iTunes U: <http://tinyurl.com/aswemayteach>

Figure 2:

Model SAMR: Questions and Transitions

Source: Podcasts on iTunes U: <http://tinyurl.com/aswemayteach>

The SAMR Ladder: Questions and Transitions

Substitution:

- What will I gain by replacing the older technology with the new technology?

Substitution to Augmentation:

- Have I added a feature to the task process that could not be done with the older technology at a fundamental level?
- How does this feature contribute to my design?

Augmentation to Modification:

- How is the original task being modified?
- Does this modification depend upon the new technology?
- How does this modification contribute to my design?

Modification to Redefinition:

- What is the new task?
- Will it replace or supplement older task?
- How is it uniquely made possible by the new technology?
- How does it contribute to my new design?

Using the questions and transitions, educators will be able to make justification on their language tasks.

Puente dura (2010, 5) looks at how SAMR model becomes a common language used by teachers to visualize learning using technology. Learning language skill like reading Shakespeare text will be much different when students can visualize what they read. Once a new visual created, the learning process has reached to a different stage of SAMR.

METHODOLOGY

To get SAMR Model implemented well, there are things to prepare. Reflecting from what our school did, the first thing was to have all last year lesson plans. Teachers focused on one skill like writing or reading once they have clear identification on one skill to be picked, and then they invited tech integrator. Then they collaborate to identify what SAMR model stages possible to apply. As SAMR model has four stages, it is important to understand that getting all stages completely is not necessary.

Teachers and Technology Integrator identified the stage where SAMR model will take place. For example, a writing project about student's biography, the plan will be a text written on students' tablet (Substitution). Then from the text will be uploaded to Google docs. Once it is uploaded, the student opened the sharing feature to let other students read and gave comments on their biography (Augmentation). The stage can be going further to Modification and Redefinition stage depending on how language exposure the teachers wanted students to get. As

the school is inquiry based environment, teachers allow students to explore how their works can be extended using technology tools in terms of language learning. Some students might come up with ideas on creating photo books with voice over, or a video on their reading skill; it is an open stage to amplify their inquiry.

RESULTS

In this section, I present my findings according to the situations where SAMR model is applied. The process to have the SAMR model implemented was started when students wrote their ideas. Students needed to plan on how their learning process went. Here is an example of a blank planner on preparing their persuasive.

Figure 3:
Writing Plan

Healthy Choice Commercial name _____

What is the main message for your commercial? (opinion)

Who is your audience? _____

How will you persuade your audience? (reasons or argument)
Think about and include information you have learned.

1. _____

2. _____

After finishing their writing, the students had their own checklist. Their checklist covered their plan both visual and textual. Within this condition, teachers had worked checking students' writing. Here is the checklist from students' end.

Looking closely to the checklist, we can see the progress of Substitution level in a text written to another medium which is from paper to tablet. Once students shared their works to friends using Google Drive, the Augmentation level was presented. It comes to the end of product where a Redefinition level drawn when a commercial recording. The text has become a short commercial video.

Language exposure certainly has been the main focus from all class teachers. The main idea of having writing planner and checklist is to help students focusing on their goal of writing genre - in case of writing skill. Teachers have to make sure all text writing come to the expectation before expanding to the next level using the technology tools.

Figure 4:
Students' Checklist

Checklist for Students:

No	What to do #1	Checked if complete	What to do #2	Checked if complete	What to do #3	Checked if complete
1	Complete the Health Commercial paper plan		Type it if you think it is necessary		Share via airdrop/G-Drive	
2	Draw Backgrounds for your commercial		Browse for pictures. Use photoforclass.com		Find the pictures? then?	
3	Check your plan for ensuring the timeline		practice with camera and double check with your plan		Ready? Ask other groups for opinions	
4	Show your plan to other group		practice in the green screen studio		Is you green screen movie ready?	
5	Open Green Screen app		Mixing your materials		Have a final check with your teachers!	

A challenge question: I only use the Green Screen by Dolnk app. Really?

CONCLUSION

To this point, I have presented how the SAMR model implemented in language learning within classroom. Implementing the model in language learning will create a very active environment for active language learner. The language exposure is seamless as students are exposed from one language skill to another naturally. A writing class can be explored more and will have students to use their reading skill when the text made turns into a voice over pictorial series for example.

In the point of view technology usage, the SAMR model helps learning becomes more meaningful as there is a set of guiding questions. To be more specific in technology usage, the learning environment set classroom into real digital life where most students are exposed to. Using SAMR model helps students as well to be thinking of technology as a set of productive tools in sharing ideas and learning.

Classroom teachers or specials can take the SAMR model as a new strategy in assessing their learning. Using the model is not limited on the language area but also applicable to any discipline. Last but not least, the use of model will extend students' learning attitude to a question, "What's next?"

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The Influence of Calculative Commitment toward Lecturers Work Productivity at Faculty of Language and Arts State University of Manado

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Abstract: This causal research aims finding out the direct influence of calculative commitment toward lecturer's work productivity at Faculty of language and Arts State University of Manado. The data will be collected from a randomly selected 60 lecturers. The data will be collected through questionnaire. The questionnaire will be signed by Likert Scale. A path analysis was used to analyze the data descriptively and inferentially. It is expected that the findings show that direct influence of calculative commitment lecturers work productivity. Final result, the calculation of the effect of calculative commitment to work productivity, obtained by path coefficient of 0.291. for the influence of study program variable to work productivity variable equal to 2,490 bigger than $t_{table} = 2,003$ for $\alpha = 0,05$ with $dk = 56$. Based on this research it can be concluded that there is a positive direct influence of the calculative commitment to the productivity of the lecturer.

Key words: Calculative Commitment, Work Productivity, Faculty of Language and Arts

Abstrak: Penelitian kausal ini bertujuan untuk mengetahui pengaruh langsung komitmen kalkulatif terhadap produktivitas kerja dosen di Fakultas Bahasa dan Seni Universitas Negeri Manado. Data akan dikumpulkan dari 60 dosen yang dipilih secara acak. Data akan dikumpulkan melalui kuesioner. Kuesioner tersebut akan ditandatangani oleh Skala Likert. Analisis jalur digunakan untuk menganalisis data secara deskriptif dan inferensial. Diharapkan temuan tersebut menunjukkan bahwa pengaruh langsung produktivitas kerja dosen calculative produktivitas kerja. Hasil akhir, perhitungan pengaruh komitmen kalkulatif terhadap produktivitas kerja, diperoleh koefisien jalur sebesar 0,291. Untuk pengaruh variabel program studi terhadap variabel produktivitas kerja sebesar 2.490 lebih besar dari $t_{tabel} = 2,003$ untuk $\alpha = 0,05$ dengan $dk = 56$. Berdasarkan penelitian ini dapat disimpulkan bahwa terdapat pengaruh langsung positif dari komitmen kalkulatif terhadap Produktivitas dosen.

Kata kunci: Komitmen Kalkulatif, Produktifitas Kerja, Fakultas Bahasa dan Seni

INTRODUCTION

Universities are educational units of higher education providers with the aim of mastery of science and technology. PP No. 60 of 1999 CHAPTER III on the Implementation of Higher Education states that the universities organize higher education and research and community service. In implementing the function of tri dharma of higher education, education and teaching, research, and community service, higher education has a very strategic position in order to produce human resources capable of competing globally. As a dynamic institution, higher education continuously improves its progress in accordance with the development of the era, able to meet the needs of the community, is required to play more role in maximizing the potential of learners to be able to compete academically in accordance with the field he is engaged in.

Lecturers are renewal agents, act as leaders and supporters of community values, as facilitators enable the creation of good learning conditions for students to learn, responsible for the achievement of student learning outcomes. Lecturers are required to be an example in the management of teaching and learning process for prospective teachers in this case, especially students who are interested in educational study program, professionally responsible lecturer to continuously improve their ability and uphold professional code of ethics.

Efforts towards improving quality and competitiveness is an absolute necessity that must be met in order to respond to a highly competitive global challenge. In the implementation of educational and teaching activities, research and community service, productivity improvement can only be done by lecturers. One measure of lecturer performance success lies in its productivity. If the productivity is high or increases, it is declared successful. Conversely, if productivity is lower than standard or decreased, said no or less successful.

Factors that are considered to affect the productivity of the lecturer's work is a calculative commitment. Commitment is considered to have an effect on the improvement of lecturer's productivity. In a very simple language according to Siagian the point lies in the only word with deeds. The growth of commitment as a logical sense of belonging to an organization, the members of the organization will make commitments, including paying homage - in such a way that they will sincerely work for the success of the organization. Such willingness will only grow and develop if the members of the organization believe that the success of the organization will pave the way for them to achieve their goals, hopes, desires, and personal interests.

Commitment consists of three aspects or dimensions: (1) affective commitment; (2) commitment calculative and (3) normative commitment. Calculative commitment is the summons of employees in carrying out their work so as to give satisfaction. Calculative commitment is closely related to the need for promotion of office so that employees in the call and involvement in the organization or work shows the seriousness and loyalty that have implications for job performance. In addition, the call and involvement of employees in the organization

related to the fulfillment of needs and survival. Another characteristic described by the calculative commitment is that calling within the organization will give satisfaction to the needs.

This research is focused on the Influence of Calculative Commitment of Toward Lecturers Work Productivity at Faculty of Language and Arts State University of Manado.

LITERATURE REVIEW

A. Calculative Commitment

Cambridge Advanced Learner's Dictionary mentions that commitment is "when you are willing to give your time and energy to something that you believe in, or a promise or firm decision to do something". When someone wants to give time and energy to something that is believed, or a promise, or a unanimous decision to do something that is a commitment.

Luthans classifies organizational commitment into three different dimensions. First, a strong desire to remain a member of a particular organization. This definition contains commitment in the context of one's loyalty to the organization. With such an attitude, committed individuals will continue to strive to become members of their organization, even though the organization is unable to elevate its life. Second, commitment can also be interpreted as a desire to develop a high level of business within the organization. This dimension of commitment can be viewed as an internal strength that exists within the individual to develop its performance standards in order to improve organizational performance. Third, commitment also means a set of beliefs and acceptance of organizational values and goals. This definition describes commitment is a person's attitude in accepting the values and goals of the organization and actualize it into more tangible forms. Everyone has limited time and energy, but with good commitment, time can be "made" and energy can be "gathered".

Commitment is seen as a value orientation toward an organization that shows the individual is very thoughtful and prioritizes work and organization. Individuals will strive to provide all the efforts it has in order to help the organization achieve its goals.

Morgan and Hunt 1994 cited by Jose'e Bloemer defines commitment as a consumer's enduring desire to continue a relationship with a specific retailer. Commitment is calling and devotion to being involved, committed and together with people, consumers, organizations, and tasks. Commitment will also be related to the meaning of our presence in a community. Committed people are often a source of energy for others. Boone and Johnson (1980) put forward five key commitments:

- a. Commitment to the organization,
- b. Commitment to self,
- c. Commitment to consumers,
- d. Commitment to others, and
- e. Commitment to duty.

Morgan and Hunt were quoted by Jose'e Bloemer as committing as a consumer's enduring desire to continue a relationship with a specific retailer.

Table 1:
Calculative Commitment

FAC ET	FOR THE ORGANIZATION	FOR THE COMMUNITY	Source : Morga n and Hunt (1994)
Links	<i>*I've worked here for such a long time.</i>	<i>*Several close friends and family live nearby.</i>	
	<i>*I'm serving on so many team and committees.</i>	<i>*My family's roots are in this community.</i>	
Fit	<i>*My job utilizes my skills and talents well.</i>	<i>*The weather where I live is suitable for me.</i>	
	<i>*I like the authority and responsibility I have at this company.</i>	<i>*I think of the community where I live as home.</i>	
Sacrifi ce	<i>*The retirement benefits provided by the organization are excellent.</i>	<i>*People respect me a lot in my community.</i>	
		<i>*Leaving this community would be very hard.</i>	

B. Work Productivity

According to Payaman, productivity is a benchmark achievement of business results by comparing the value of the results achieved and the value of all materials and efforts used to achieve these results. This is in line with Whitmore (1979: 2) in Sedarmayanti that, productivity is a measure of the use of the resources of an organization. Whitmore argues that productivity is a measure of the use of resources in an organization or institution that is determined as the ratio of outputs achieved in accordance with the resources used. Wayne and Shane agree that Productivity is a measure of the relationship between inputs (labor, capital, natural resources, energy, and so forth) and the quality and quantity of outputs (goods and services)

Productivity contains a mental attitude that always holds that life today must be better than yesterday, and tomorrow must be better than today. With this view, one

will be encouraged to be dynamic, creative and innovative in carrying out its duties. Prokopenko defines productivity as the relationship between results and the time it takes to accomplish them. Time is often a good denominator since it is a universal measurement, and it is beyond human control. The less time taken to achieve the desired result, the more productive the system.

Figure 1:
Measurement of Productivity

$$\frac{\text{Output}}{\text{Input}} = \text{productivity}$$

Source: Prokopenko (1987)

Umar raising productivity can be done by improving productivity ratios, by generating more output or better output with a given resource input level as Blecher suggests in Wibowo that productivity is often compared to predetermined standards. When more outputs are generated from the same number of entries, or fewer inputs can be used to obtain the same output, productivity is improved. This means that the achievement of the results through the dynamic motion of individuals in the work.

The opinion of Paul Mali (Tjutju Yuniarsih and Suwarno, 2008: 162) that in measuring productivity based on effectiveness and efficiency. Effectiveness is associated with performance, and efficiency is associated with the use of resources. Productivity in education is related to the overall process of structuring and using resources to achieve educational goals effectively and efficiently. This is in line with Gaspers (2000: 18) regarding productivity measurement is as follows:

Figure 2:
Measurement of Productivity Source: Gaspers (2000)

$$\text{Productivity index} = \frac{\text{Output} = \text{Performance} = \text{Effectiveness}}{\text{Input} = \text{Time Allocation} = \text{Effectiveness}}$$

C. Relevant Research

Some of the relevant studies that serve as reference for this research include Pakde, Janususilo, Anders Gustafsson, Michael D. Johnson, & Inger Roos and Neti Karnati. Pakde argued that work productivity as one of the current management orientations, its existence is influenced by various factors. Factors affecting work productivity are (1) Remuneration; (2) Education and Training; And (3) Understanding and Process of Manpower Planning. Pakne concludes that remuneration is the reward or remuneration that a company provides to the

workforce as a result of the achievements it has given in order to achieve the company's objectives.

Janususilo, in his research on Productivity Basics, productivity development must be done through (1) movement movement; (2) movement of productivity improvement (improvement); And (3) the maintenance movement.

Anders Gustafsson, Michael D. Johnson, and Inger Roos in his research on empirical studies on customer satisfaction (Emperical Study of Telecommunications Customers) put forward three things about the calculative commitment that is (1) It pays off economically to be a customer of the company.) I would suffer economically if the relationship were broke, and (3) The company has location advantages versus other companies. Anderson suggests that managers should evaluate overall and periodically on customer performance and satisfaction and offer competing opportunities as calculative commitments.

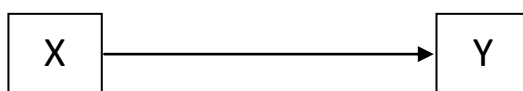
METHODOLOGY

A. Research Method

Based on the problem and purpose of this research, the research method used is a survey with a technique of study of sexuality or the study of the relationship of four variables studied. Surveys are studies that take samples from a population and use questionnaires as an instrument of data collection (Burhan Bungin, 2004: 44). The first variable is the endogenous variable, i.e. work productivity (Y), intervening variable is the calculative commitment (X). This research was analyzed by using multivariate statistic with path analysis technique. It is asserted that in path analysis techniques, intervening variables must be grouped into dependent variables in conducting regression analysis to make conclusions made accountable conceptually.

After a study of theories concerning calculative commitment variables it can be obtained answers to the problem whether there is a significant influence on the productivity of lecturer work. Constellation relation between research variables can be seen in the picture as follows:

Figure 3:
Theoretical Model Research the relationship between variables



Information:

X = Calculative commitment

Y = Productivity of lecturers

B. Population and Sample

Population is a generalization region consisting of: objects / subjects that have a certain quantity and characteristics set by the researchers to be studied and then drawn conclusions. The statement means that the population in the study is a collection of data that has the characteristics or characteristics of a particular phenomenon. The population of this research are all lecturers at Language and Art Faculty of Manado State University. The population is affordable as a sampling frame totaling 152 people. The sample of this research is 60 people by random sampling. The sampling technique used in this research is by using the Random Sampling procedure, which is the sample selection process where all members of the population have the same opportunity to choose. Sampling of the population is done randomly regardless of the strata present in the population. This is done because members of the population are considered homogeneous.

C. Data Collection Technique

The instrument of data collection is questionnaire. Questionnaires were used for data collection concerning the commitment of calculative and work productivity of lecturers. Questionnaires are arranged in the form of statement items constructed based on indicators of each variable derived from theoretical studies. Each item is prepared by giving five alternative answers. The process of preparing the instrument is preceded by the preparation of grain instrument grid concept based on theoretical study framework, which consists of indicators.

D. Conceptual and Operational Definition

Variable Calculative Commitment (X)

a. Conceptual Definition

Calculative commitment is a condition in which a person expresses a creative attitude and develops himself based on a sense of internal / external, satisfaction / welfare and promotion.

b. Operational definition

Calculative commitment is a condition in which a lecturer expresses a creative attitude and develops himself based on a sense of justice, satisfaction / welfare, and promotion of a position reflected in the score of the respondent's assessment of the given instrument.

c. Instrument Grille

Table 2:
Measurement of Productivity

No	Indicator	Item	Amount
1	Internal justice	1-12	12

2	External justice	13-27	13	Variable Work Productivity (Y)
3	Satisfaction over salary / welfare	28-48	21	
4	Promotion of position	49-53	5	
		Total	53	a. Conceptual Definition

Work productivity is the result of a person's work within the scope of his work at a certain time period by considering the effectiveness and efficiency concerning (a) the implementation of education and teaching, (b) the implementation of research and (c) the implementation of community service. Effectiveness is the conformity of planning with the results obtained, or the accuracy of the systems, methods, and or processes and procedures used to produce the planned services. Efficiency is the savings in using resources (funds, manpower, time, etc.) for the production and presentation of services that suit your needs.

b. Operational definition

Work productivity is the work of lecturers within the scope of their work over a certain period of time by considering the effectiveness and efficiency of (a) the implementation of education and teaching, (b) the implementation of research and (c) the implementation of community service as reflected by the scores of respondents' Given.

c. Instrument Grille

Table 3:
Productivity Grid from Lecturer Work

No	Indicator	Item	Amount
1	Results of Implementation of Education and Teaching	1-21	21
2	Results of Research Implementation	22-24	3
3	Results of Community Service Implementation	25-30	6
		Total	30

E. Data Analysis

The data collected through research instruments were analyzed using descriptive statistical analysis techniques and inferential statistics. Descriptive analysis is used for data presentation, central size and size of the spread of each variable singly. The presentation of data in the form of distribution list and histogram. Central size of mean, median, mode, maximum score and maximum score. The size of the spread in the form of variance and perennial analysis is used to test the research hypothesis by using path analysis which is preceded by the analysis requirements test, namely normality test, regression linearity test. The hypothesis tested in this study is related to the presence or absence of influence between independent variables with no free.

RESULTS

A. Description of Research Data Result

Description of the data presented in this section includes the data of Variable Calculative Commitment (X) and Variable Work Productivity (Y). Description of each variable successively starting variables X and Y:

1. Variable Calculative Commitment (X)

The data obtained through this research is processed statistically into the frequency distribution list. The score range is 29, number of classes 6,91 (taken 6), with a maximum score of 203, and a minimum score of 159 while the class length is 4.20 (taken 4). The results of the analysis show that the calculative commitment variable has a mean value of 184.467 with standard deviation is 7,493, 183 mode and median 183. Data processing can be seen in frequency distribution list as follows:

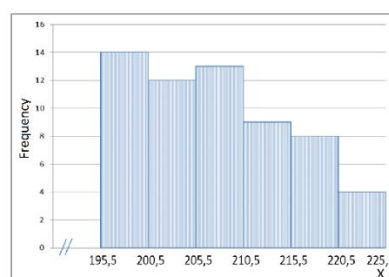
Table 4:
Frequency Distribution of Group Data Variables of Calculative Commitment

No.	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	196 - 200	14	23,33	23,33
2	201 - 205	12	20,00	43,33
3	206 - 210	13	21,67	65,00
4	211 - 215	9	15,00	80,00
5	216 - 220	8	13,33	93,33

6	221 - 225	4	6,67	100,00
Total		60	100,00	

The frequency distribution is based on grouping data from five categories, i.e. never, sometimes, often, and always. The data above shows that, the frequency / number of respondents in the calculative commitment variable score 196-200 with the number of respondents 14 respondents or 23.33%. Distribution of calculative commitment score distributions can be seen in the following histogram:

Figure 4:
Histogram Graph Work Productivity



2. Variable Work Productivity (Y)

The data obtained through this research is processed statistically into the frequency distribution list. The score range is 28, number of classes is 6.91 (taken 5), with a maximum score of 127.00, and a minimum score of 67.00, while the class length is 4.05 (taken 5).

The result of analysis shows that work productivity variables have mean value of 96,317 with standard deviation is 12.234, 91.00 mode and median 93. Data processing can be seen in frequency distribution list as follows:

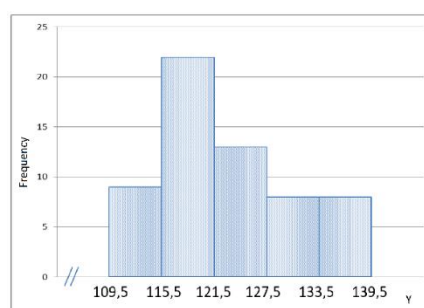
Table 5:
Data Frequency Distribution Group Variable Work Productivity

No.	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	110 - 115	9	15,00	15,00
2	116 - 121	22	36,67	51,67
3	122 - 127	13	21,67	73,34
4	128 - 133	8	13,33	86,67
5	134 - 139	8	13,33	100,00

Total	60	100,00
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The frequency distribution is based on grouping data from five categories, i.e. never, rarely, sometimes, often, and always. The data above shows that, the frequency / number of respondents in the most variable work productivity is in the class interval 116-121 with the number of 22 respondents or equal to 36.66%. Distribution of work productivity variable distribution scores is shown in the following histogram:

Figure 5:
Histogram Graph Work Productivity



Distribution of work productivity variable distribution scores is shown in the following histogram:

B. Significance and Linearity of Calculative Commitment (X) over the Work Productivity Regression (Y)

The calculation of the effect of calculative commitment to work productivity, obtained by path coefficient of 0.291. In this study determined the influence is significant or not when count > table. But if count \leq table, then stated there is no direct effect of Management program variable to performance. It turns out that the value of count for the influence of study program variable to work productivity variable equal to 2,490 bigger than table = 2,003 for $\alpha = 0,05$ with dk = 56, hence can be concluded that there is positive direct positive influence of calculative commitment to work productivity.

CONCLUSION

Based on the analysis of the productivity of lecturers of the Faculty of Languages and Arts of Manado State University, it can be concluded that there is a positive direct influence of the calculative commitment to the productivity of the lecturer. This means that the increased commitment of the lecturer on calculative considerations will increase the productivity of the lecturers' work in performing their service duties. Based on these conclusions, the results of this study have implications: 1) Calculative commitment increases when the lecturer's confidence is met and increased through the ability of self in performing tasks, self-control,

responsibility, and motivation to achieve the goals that have been determined. 2) Lecturer work productivity increases when the lecturer's confidence is met through a sense of justice, satisfaction / welfare, and promotion of office.

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Intercultural Aspects in Teaching Japanese as a Foreign Language

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Abstract: Foreign language learning is one of the most important in the world of education in Indonesia. Through foreign language learning is expected to form the students who are able to communicate in foreign languages with various languages in the world. Through learning of foreign language with intercultural insight is expected to form character education of the students, because with language learning will certainly not be separated from cultural learning, which is a unity that cannot be separated and can not be negotiable. As we know, the success or failure of communication between a foreign speaker and native speakers depends not only on the level of proficiency in grammar but also of having a cultural understanding of the target language. All of these things will be achieved if cultural learning is also included in target language teaching that is useful for shaping character education. In this paper, researchers want to examine the extent to which the students know and understand the cultural differences between Japanese and Indonesian culture, especially in Japanese literature students who will be able to shape the character of the students themselves. Furthermore, to reveal the importance of the role of intercultural knowledge and understanding in the teaching of Japanese as a foreign language for students of Japanese literature which is expected to shape the character of the students. This study is a combination of qualitative and quantitative research using a questionnaire, which will be given to students of Sastra Jepang Universitas Bung Hatta. The statements and questions are based on the results of the observations during the learning process and study references to produce the appropriate learning strategy. From the result of this research, it is expected that the students can learn more from Japanese culture in order to know the language, the culture that will be able to form the character in the student self, then also expected to be practiced in class and also need to be applied in constant communication in learning process.

Key words: Japanese, foreign language learning, intercultural learning, character education.

Abstrak: Pembelajaran bahasa asing merupakan salah satu yang paling penting dalam dunia pendidikan di Indonesia. Melalui pembelajaran bahasa asing diharapkan akan membentuk para mahasiswa yang mampu berkomunikasi dalam bahasa asing dengan berbagai bahasa yang ada di dunia. Penguasaan

bahasa Asing juga sangat diperlukan, karena akan membuka gerbang bagi bangsa Indonesia untuk menyerap perkembangan ilmu pengetahuan dari berbagai negara. Dengan mempelajari bahasa asing merupakan cara agar dapat menghasilkan output yang mampu berkomunikasi dengan baik dalam mencapai bahasa sasaran. Melalui pembelajaran bahasa asing yang berwawasan intercultural diharapkan dapat membentuk pendidikan karakter para mahasiswa, karena dengan pembelajaran Bahasa pasti tidak akan terlepas dari pembelajaran budaya yang merupakan satu kesatuan yang tak bisa dipisahkan. Seperti kita ketahui, berhasil atau tidaknya komunikasi antara seorang penutur asing dengan penutur asli tidak hanya bergantung pada tingkat kemampuan dalam komponen linguistik tetapi para pembelajar juga perlu mempunyai pemahaman budaya bahasa sasaran. Semua hal tersebut pasti akan tercapai apabila pembelajaran budaya juga dimasukkan dalam pengajaran bahasa sasaran yang berguna untuk membentuk pendidikan karakter mahasiswa. Pada makalah ini mengungkapkan pentingnya peranan pengetahuan dan pemahaman interkultural (antarbudaya) dalam pengajaran bahasa Jepang sebagai bahasa asing bagi mahasiswa jurusan sastra Jepang yang diharapkan akan membentuk karakter mahasiswa dengan mempelajari budaya Jepang tersebut. Untuk mengetahui penggunaan aspek budaya dalam pengajaran bahasa Jepang, sebagai bahasa asing, tulisan ini akan membahas dua hal, yaitu: (1) Kompetensi Interkultural dalam Pembelajaran Bahasa (2) Interkultural dalam Budaya Bahasa Jepang.

Kata kunci: Bahasa Jepang, pembelajaran bahasa asing, pembelajaran antar budaya, pendidikan karakter

INTRODUCTION

The position of foreign language learning in the current frame of Indonesian education can not be underestimated. English, Japanese, Korean, Arabic, French and so forth are mushrooming in Indonesian education both formal and informal education. Mastery of foreign languages is important because it will open opportunities for the Indonesian nation to be able to communicate with other nations in the international world. Another thing is the era of globalization today the development of information technology that increasingly sophisticated technology greatly facilitates the occurrence of communication between humans in the world. On the other hand, foreign language learning in the world of education will open the horizons and horizons of a person. This is in line with Wittgenstein's opinion quoted by Santoso (2012, p97) which says: *Die Grenze meiner Welt ist die Sprache*. My world limit is the language. Thus, if a person possesses a language well, then the "boundaries of the world" will be wider. But the mastery of language alone will not be separated from the foreign culture itself. Every language in this world has the character and character of each language that will not be separated from the culture of the State itself. That culture can affect the language of a society, so that in

any society, language is a reflection of the culture of that society. As Watanabe (1995 quoted by Djodjok, 2008) suggests, the cultural definition associated with the principle of intercultural communication will differ depending on which angle it sees. The cultural term associated with the principle of intercultural communication, can be viewed in micro or macro. Another opinion conveyed by Sumardjo (2005) Culture is to meet the needs of the community itself (self-sufficient). Culture is therefore peculiar to every community. By using language, people can express their culture, customs and ordinances of their lives. So that between cultures and languages has an inseparable attachment. As has been said by Göbel & Hesse (2004 in Göbel, Helmke, 2010, p.1572) within the context of foreign language teaching, knowledge about other cultures, openness and empathy toward other cultures, critical involvement with intercultural topics, the readiness to put one's own convictions into perspective, and the ability to deal with people from different cultures are to be promoted.

One of them is considered by the researchers is a model of learning Japanese language learning process of Japanese Literature students. Among the Japanese lesson models that lack the culture in the learning process is one of them is learning Japanese language more focused on learning linguistics and literature. Basically learning Japanese language will not be separated from the learning culture especially with the purpose of communication. An expert on the proverb "good at speaking, but stupid culture" (Chick, 2009) implies that someone who studies a particular language without understanding his culture has the potential to be a fool. Thus, by using language, people not only articulate experiences, facts, ideas and events to each other, but convey also one's beliefs, perspectives, attitudes and character.

Based on this, explicitly emphasized that every process of learning a foreign language should include learning culture in order to create a student with a character. This raises a question whether between foreign languages learning is intercultural-speaking Japanese language can contribute in character development in foreign language learners in Indonesia. As Samover (1998) points out, intercultural communication occurs when messengers and message recipients are of different cultural backgrounds. Whereas, Gudykunt, Kim (in Atsuko, Tokui, 2002: 15 that quoted by Soepardjo, 2008) defines intercultural communication as an abstract process and an integrated activity and meaning in communication between people of different backgrounds. Yasshiro et al. (1998) explains that ideal intercultural communication is described when people involved in communication communicate interpretations of messages, collect information, and exchange information for mutual respect, and work together for mutual benefit. This is the reason researchers took the theme "Intercultural Aspects in Teaching Japanese as a Foreign Language In Indonesia as a Means of Character Education Of Japanese Literature Students", The author feels the need to search the extent to which learners know and understand Japanese language and culture as a foreign language. Because the biggest obstacle for Japanese language learners outside Japan is not being able to directly know or feel the difference, and not knowing how to behave according to the culture of the target

language. In addition to knowing the extent to which the knowledge and understanding of learners about Japanese language and culture, the researchers also want to know whether between foreign language learning is intercultural language Japanese can contribute in the development of character in self-learners of foreign languages, especially students majoring in literature.

LITERATURE REVIEW

A. The linkage between culture and language

Language is the most important means for communication between human beings, the relation between language, culture, and their mutual interactions have high significance (Yağiz & Izadpanah, 2013, p953). Language and culture are closely connected to each other. Language embodies and transfers culture. Varieties in language use within culture create different views Fishman (cited from Risager, 2006) formulates three close links between language and culture by stating that language is "part", "index", and Cultural "symbol." As a "part" of culture, language plays an important role as a bridge in cultural understanding, especially for those who want to learn more about the culture. As the cultural "index", language reveals the way of thinking or organizing experiences in a particular culture. "Symbolic" culture, and the movement of language employs language as a symbol to mobilize the population in defending (or attacking) and supporting (or rejecting) the cultures associated with it. In viewing the connection between language and culture, Yağiz & Izadpanah (2013, p213) Draw culture as a body of knowledge of common beliefs, behaviors and values appear to be the factor of establish And interpret the meaning in both verbal and nonverbal language. While, Kramsch (1998, cited from Risager 2006) sees language in its function of expressing, displaying, and symbolizing cultural reality. By using language, people not only articulate their experiences, facts, ideas and events to each other, but also convey their attitudes, beliefs, and perspectives. Language displays also cultural reality by helping humans create experiences. The experience becomes meaningful when the language becomes the medium.

B. Intercultural competencies in language learning

Defining intercultural competence is a complex task. At the heart of intercultural competence is the preparation of the cultural background (Sinicrope et al., 2012). Chick (2009), states that Intercultural Competence is the ability to move from an "ethnocentric" attitude to another culture's respectful attitude, leading to the ability to behave appropriately in a different culture or cultures. Rather, it is defined in terms of the intercultural competence, which is "the ability of a person to behave in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Atay, 2009, p123). Intercultural competence is capable of generating cultural sensitivity, which is marked by a change from the one that "sees reality only from the point of view of its

own culture" towards "being aware of many other points of view in this world culture." Developing Intercultural Competencies in the learner is a Challenging for teachers. This requires that teachers not only have a strong understanding of intercultural concepts but also creatively devise effective methods of how the ideal of intercultural concepts can be applied in class (Wastono, 2017, p4). Moloney and Harbon (2010) note that within the context of language classrooms intercultural practice "(p.281). When language skills and intercultural competencies become linked in a language classroom, students become optimally prepared for participation in a global world (Mueller & Nugent, Year? p2).

C. Japanese language learning as character education

Elkind & Sweet in Rohinah: (2012) Character education is the deliberate effort to help people understand, care about, and acts upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want to be able to judge what is right, care in the face of pressure from without and temptation from within. Researchers as lecturers in the Japanese Literature Study Program once gave a question to the students, "If you learn Japanese, do you know the difference between Japanese and Indonesian people?" Then most of the students answered the difference physically. Then the researcher replied "one of the most basic differences is the Japanese people are known to be much disciplined in any case, especially time. If an Indonesian is famous for his time-lapse, then do not expect you to do the same in Japan. The Japanese do not like to wait and waste time, because for them time is money. It is one of the different forms of Japanese custom with Indonesian people which is one form of character education that can be perceived directly by the students, a form of introduction of positive cultural differences conducted by researchers to students in order to become a form of effective character education. Basically character education is moral education or morality that is based on universal moral values. The value of behavior in relation to God Almighty, person, fellow creature, environment and nation that arises in mind, feeling, behavior and deeds. The purpose of character education itself is to improve the quality of education processes and outcomes that lead to the formation of character and noble character of learners. Through this character education they are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble morality so as to be manifested in everyday behavior (Mulyasa 2011).

Muclas Samani and Hariyanto (2011: 46) states character education is a planned effort to make learners recognize care, and menginternalisasikan values so that learners behave as human beings. In line with Mulyasa (2011: 9) argues character education emphasizes exemplary, environmental creation, and habituation. Character education has a higher level with education of understanding. This is shown by the scope of implementation that is not limited to the learning process. While Endang Sumantri in Rohinah (2012), in character education there are six main ethical values as embodied in the aspen Declaration are: 1) trustworthy such as honesty and integrity, 2) treat others with respect (Treats people with respect), 3)

responsible, fair, 5) caring, 6) good citizen Based on the opinion that has been stated previously, actually learning Japanese culture on Japanese literature students can be used as a means of character education that is very effective to give birth to students of good quality of science and character. The learning of Japanese should be integrated with a cultural understanding that can ultimately lead the learner to understand deeper the culture he possesses and the culture he studies.

Indonesia is a very heterogeneous developing country from the social and cultural side. While Japan is a developed country that still has a unique unique culture that is maintained by tradition. These cultural equations and differences should be able to provide an understanding that affects the potential of the individual students of cognitive, affective, conative, and psychomotoric. This target has not been focused on Japanese literature students. This is one of the tasks of science that can move the power of thought, feeling, and motivation to act according to moral values that can be included in the planning of learning (Syllabus and SAP) learning courses of Japanese literature courses.

METHODOLOGY

This study employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data (Creswell & Clark, 2007). In recent years, integrating qualitative and quantitative methods becomes common in research (Bryman, 2006) because mixed method design can provide detailed and comprehensive data in order to achieve the research objectives and answer the research questions. The question refers to Setyanto's research results (2013), with the addition of the researcher. It is also accompanied by observations and reference study systems to generate appropriate learning strategies that can shape the student's character.

RESULTS

A. Results of the questionnaire

In the questionnaire, the question given is a question to know the extent to which students know some cultural differences communicate between Japan and Indonesia by knowing the differences between the two cultures can affect the character of students. Questions include:

- a. Do you know how the response of the Japanese when listening to other people talk?
- b. Do you know how the Japanese people are, in terms of apologizing, thanking and praising?
- c. Do you know some Japanese gestures that are different from Indonesians?

- d. Do you know whether ordinary Japanese or not touch the other person when communicating with others?
- e. Do you know in Japan introduce themselves with each other name card?
- f. Do you know about the concept of time used by Japanese people?
- g. Do you know that in Japan applied a moral education to their school?
- h. Do you know that students in Japan do not rely on gadgets in all situations?
- i. Do you know that reading a book is an addiction to the Japanese?
- j. Know how the Japanese appreciate others who are talking?

Table 1:
Result of Questionnaire

No	Question	Know	%	Do Not Know	%
1	Do you know how the response of the Japanese when listening to other people talk?	9	30%	21	70%
2	Do you know how the Japanese people are, in terms of apologizing, thanking and praising?	7	23%	23	77%
3	Do you know some Japanese gestures that are different from Indonesians?	11	37%	19	63%
4	Do you know whether ordinary Japanese or not touch the other person when communicating with others?	8	26%	22	74%
5	Do you know that in Japan you are introducing yourself with a mutual name card?	15	50%	15	50%
6	Do you know about the concept of time used by the Japanese?	12	40%	18	80%
7	Do you know that in Japan applied a moral education to their school?	19	63%	11	37%
8	Do you know that students in Japan do not rely on gadgets in all situations?	17	57%	13	43%
9	Do you know that reading a book is an addiction to the Japanese?	21	70%	9	30%

10	Do you know how the Japanese respect other people who are talking?	11	37%	19	63%
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From the results of questionnaires distributed to 30 students of Japanese literature by asking 10 questions about the cultural knowledge of Japanese people there is a question that answered students know by 50% and only 1 question answered by the student with the amount of 70%, while the other 8 questions answered by students with no Know with value above 60%. From the results that have been found can be concluded that the 10 questions given by researchers to the average student does not know the culture of the Japanese people completely. Actually in the questionnaires filled with respondents were also asked to write what lessons can be taken by students from the question that have been given, because in this study more focus on intercultural Japanese in character education students. While for students who do not know about Japanese culture can be given when the courses can be connected with Japanese culture.

B. Japanese and Indonesian cultural differences in shaping character education

Culture is the crystallization of values and lifestyles adopted by a community. The culture of each community grows and develops uniquely, because of the different patterns of community life. Differences in the communication culture between Indonesia and Japan are numerous and may vary widely perceived by each person and may also differ according to the area of the culture as well as possibly change over time. Although Japanese culture and Indonesian culture is a high context culture, there are differences in communication habits as well as in nonverbal communication (Setyanto, 2013). In some studies that have been done by previous researchers, researchers take some cultural differences of communication and custom between Japanese and Indonesian people, as follows.

1. Distance and touch

When communicating with other people, people who cultured Japan including people who do not normally touch the other person's body, in other words when compared with Indonesia kwantitas very little. In Indonesia with new people known not a few people who talk while touching other people's body parts, such as holding the shoulders, pulling hands and others (Setyanto, 2013). In this example it can shape the character of the student to be someone who can appreciate others. This is a form of moral education to the students to respect each other and treat people with respect).

2. Time concept

The time concept that exists in communication between cultures is the "monochronic time" that the execution of everything on schedule has been made, and the "polychronic time" which is more concerned with human relationships and other things compared to the schedule already available. Japan is a country with a monochronic time pattern, while Indonesia tends to polychronic time (Akihito, 2010). The Japanese are disciplined in any case, especially the time. Indonesians are famous for their stalling habits, Japanese do not like to wait and waste time, because for them time is money. This is an example of a good character for students, because as a student must have a character that can be an example to others, with respect to the time it will be able to finish what will be done well. It is a form of responsible character and self-discipline.

3. Get acquainted

The thing to be noticed when acquainted with the Japanese is not shaking hands but bend first (Ojigi). Ojigi is also commonly used in various things such as martial arts, greeting members, honor members, apologize, say thank you, and others. The Japanese are very respectful of privacy so do not be careless talk should talk about light things. While the Indonesian people when they met each other shake hands. It is a form of character treats people with respect.

4. Go to Visit

In Japan, except when invited to a dinner party, or a drinking party, playing to a friend's house is unusual. For example, planning to play should contact first, and go to a friend's house without notice is considered very disturbing. While in Indonesia go play to a friend's house or acquaintance without promise or prior notice is a common thing. Like when out of town, if there are friends who live in the city, then without notice to the friend's house is not a strange thing, maybe even friends will feel happy, and not feel disturbed (Setyanto, 2013). In the differences between these two cultures greatly affect the character of the students; this can be used as a form of student character. By studying Japanese culture will lead the students to a better character. By understanding these differences can form the character of treats people with respect.

5. Stunned the Head of Others

There is an interesting contradiction that in Japan holding the heads of small children and friends is a common thing, while in Indonesia it is a very bad thing and not polite in Indonesia. This is because that for the Indonesians, the head is the most important part of the human body (Canada Foreign Affairs, 2010 p3). In these two cultural differences can be used as an example in shaping the character of students that can treats people with respect.

6. Speaking

Responses while others are talking, Indonesians are not used to chatting with other people who are speaking with certain words. Instead the Japanese reply to other people's conversations with certain utterances called aizuchi (hai, un, ee and others) (setyanto, 2013).

CONCLUSION

To avoid misunderstandings of communication, especially misinterpretation of meaning, then the intercultural competence of important languages is taught to Japanese language learners as a foreign language. By Building intercultural competence in Japanese language teaching class as a foreign language must be included in learning plan (syllabus and SAP) of course study of Japanese literary program. Through the cultural content presented, learners are trained to interact with native Japanese speakers who have deep cultural differences. The importance of cultural understanding by language learners, so as to reduce the misunderstandings that occur due to cultural misunderstandings between language actors and by deepening the culture of the target language will itself shape the character of a student. From the results of questionnaires distributed to 30 students by asking 10 questions about the cultural knowledge of the Japanese there is a question answered by the student know by 50% and only 1 question answered by the student with the amount of 70%, while the other 8 questions answered by students with no idea with Value above 60%. From the results that have been found can be concluded that the 10 questions given by researchers to the average student does not know the culture of the Japanese people completely. Actually in the questionnaires filled with respondents were also asked to write what lessons can be taken by students from pertayaan that has been given, because in this study more focus on intercultural Japanese in character education students. There are six cultural differences between Japan and Indonesia in shaping the character of the students namely, distance and touch, the concept of time, get acquainted, go visit, stunned the heads of others, and speaking has good character values in guiding students to be our people, caring for ourselves and others, and mutual respect among human beings.

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Students' Difficulty in Learning IELTS Preparation Course

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Abstract: Over the last three years, English course becomes an appeal by students of non-English department for specific purpose, apparently for achieving higher education. Due to the requirements of the application, IELTS is the one that is needed to accomplish. This paper is an experience-based which is addressed to share English teaching and learning experience in an informal education written qualitatively by conducting observations and interview to some students. The observations are conducted in several different class consisted up to 10 students. Based on the placement test done by the candidate of the students, the students are provided two different levels with certain passing grade. This experience is taken from teaching IELTS Foundation level. In addition to that, each skill is discussed separately in line with students' difficulties. Those difficulties then become teacher's consideration in prioritizing skill needed to improve. At the end of the meeting, the students are tested as a post-test (IELTS simulation-like) then it can be used by the students as their competence measurement.

Key words: Difficulty, English Learning, IELTS

Abstrak: dalam kurun waktu 3 tahun terakhir, kursus Bahasa Inggris menjadi daya Tarik bagi siswa dari jurusan selain Bahasa Inggris untuk tujuan melanjutkan studi ke jenjang yang lebih tinggi. Seb agai salah satu persyaratan, IELTS harus dipelajari. Makalah ini ditulis berdasarkan pengalaman mengajar untuk berbagi pengalaman belajar mengajar di plendidikanb informal yang ditulis secara kualitatif dengan melakukan observasi dan wawancara informal kepada beberapa siswa. Observasi dilakukan dalam beberapa kelas berbeda yang berisi sampai dengan 10 siswa. Berdasarkan nilai pada hasil tes penempatan, siswa dapat ditentukan levelnya. Observasi dan wawancara yang dilakukan hanya pada level dasar. Terlebih lagi, setiap keterampilan akan diibahas secara terpisah sesuai dengan kesulitan siswa. Kesulitan-kesulitan tersebut menjadi prioritas guru dalam meningkatkan kemampuan siswa. Di akhir kursus, mereka akan mendapatkan tes akhir yang bias dijadikan tolok ukur kemampuan mereka setelah mengikuti kursus untuk mendaftar di tes resmi IELTS.

Kata kunci: Kesulitan, pembelajaran Bahasa Inggris, IELTS.

INTRODUCTION

Over 3 years ago, English has been a tertiary need for non-English department students. It is proven by the increase of the number of the students in IONs International Education, an informal education place where people can learn English, month by month. IELTS and iBT class are exam preparation courses which is popular and most wanted in Yogyakarta. Mostly, the learners are college students who want to apply their master degree in other countries such as Australia, United Kingdom, USA, and other countries in Europe. However, some of them are also high school students who come up with it.

This paper is addressed to share teaching experience of IELTS class since the writer has got some IELTS classes. In this institution, there are 2 levels of IELTS class, namely IELTS foundation and intensive, and 2 types of class, regular and private class. Both the levels and the class types were observed to find out more information about the students' difficulty in learning IELTS. The students were put in a certain level based on the placement test result, while the type of the class was decided by themselves. For a start, the writer gave an IELTS overview and some general strategies in the first meeting. Also, the writer asked the students about the most difficult skill then resulted that each student has different difficulty.

In the private class, the writer could get over that situation by giving more exercises and discussion with the student. Apparently, the writer can focus on the weaknesses of the student, give feedbacks, and conduct an informal interview. Although there is a syllabus, the writer may improve the activities in the class in line with the students' needs. On the contrary, it was difficult to take in all the students' necessities one by one in a regular class consisting of more than 5 students. It will be unfair if the writer only put concentration on 1 student, even so there were 40 meetings within the course. At the beginning, they were afraid of being failed either in achieving the target or in following the course. Eventually, they were into IELTS and more curious in doing more tasks. The tasks given to the students were marked by the writer so that they can evaluate themselves on their ability. Surely, they went over all task types for having experiences and comprehending them. They also went with a lot of homework, particularly reading task and writing task.

In carrying out this mini research, the writer observed the students during the course and conducted informal interviews. The questions in the interview were accidentally proposed when there was a situation where the students have got difficulty. The difficulties discussed in this paper were presented as well as the skills of English learning (listening, reading, writing, and speaking). Sharma stated that thus linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics (2005: 47).

LITERATURE REVIEW

A. Listening

The first skill tested in IELTS is listening as the first skill learnt by human is the same. While listening understanding the speakers' accent or pronunciation, his grammar, and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously (Howatt & Dakin, 1974). So, listening is more than just hearing, it is about how to comprehend inevitably competences within the listening skill.

At glance, it looks like the easiest skill in learning a language. However, this assumption is not truly right. It has got some problems. Major problems that learners face with listening comprehension are quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, and length and speed of listening (Azmi, et.al, 2014). Despite those external factors, listening is also influenced by internal factor. Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures (Goh, 2000).

B. Reading

Reading as a receptive skill causes difficulty in accomplishing English learning. Reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language (Sweet & Snow, 2003). Reading habit is somehow the best way to start overcoming some difficulties.

Reading skill is the basis instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer based-assisted language learning program (Mikulecky, 2008). That is why reading can be started through something closely related to the daily life.

C. Writing

Writing consists of several important elements which have to complete in order to have a good writing. Spelling, punctuation, grammar, vocabulary, organization, and content are the examples of those that may appear as one of the difficulties in writing skill. Practices are needed to understand the process of doing writing and to know the common mistakes. Oshima (2003) states that therefore, writing is never a one-step action, it is a process that has several steps.

Grammar is the mistake that is frequently made by the students. It is normal since English has many tenses, especially. Oshima (2003) pointed out that a good pieces of writing requires not only a good organization of ideas but also a correct use of grammar. Grammar is not only about tense, but also about word order. Writing is also the most difficult skill for L2 learners to master (Richard and Renandya, 2002)

D. Speaking

By its very nature, conversation practice will be a time of some errors in pronunciation, grammar or vocabulary (Lubis, 1988). So many difficulties in speaking, yet so many solutions to tackle them. Difficulty in pronunciation happens when the students do not know the stressed syllable. Even though there is no police grammar, the students are not confident in speaking because of grammar. They are afraid of making mistake, whereas they can do self-correction.

METHODOLOGY

This is an experience-based paper. The method used to collect the data was qualitative by the technique of observation and informal interview. The observation was done during the course, commonly it lasted from a month to 4 months (the data taken from April to July). The classes that were observed were both private classes and regular classes. In the first meeting, the writer always asked he students about the most difficult skill. Although there were a placement test (pre-test) and final test (post-test), they would not be used as a technique to accumulate the data because the tests (the questions) have been prepared by the institution.

The setting was in IONs International Education, an informal education located in Jl. C. Simanjuntak 50, Yogyakarta. This place provides exam preparation class, including IELTS. There are 2 levels of IELTS class, Foundation and Intensive, while the data for this paper was only taken in Foundation level.

RESULTS

A. Listening

Listening sections given in the official test consist of 40 questions divided into 4 sections. These sections last 40 minutes including extra 10 minutes for transferring. Section 1 and 2 are concerned with social situations and social needs. While section 3 and 4 are related to education. Both section 1 and 3 are presented in conversation. Section 2 and 4 are monologue.

There will be wide range of accents, for instance American, British, Indian, Spanish, and many more. This becomes one of the reasons why the students have got difficulty. They frequently listen to American and British accent as they listen to English songs or watch movie. Other reason is on the task type of the listening section. They will find multiple choices, map/ diagram completion, form completion, sentence completion, classification question, matching, and short answer. Actually, this difficulty is caused by the unfamiliar or high-levelled vocabularies used in the listening. They sometimes find words that are never heard before and even they heard the word, they are in doubt in writing it down as the answer. In addition, the listening is sometimes provided in the form of telephone

conversation. There must be an unclear conversation that makes the students have to listen carefully. This type of listening section will be more difficult if it is spoken by non-English speakers.

To overcome those problems, the students may try out some strategies in doing listening tasks. The first strategy that can be applied is predicting. This strategy can be done by looking up all the questions and reading it carefully in order to understand them. Afterwards, they can make prediction about what is needed in the questions or what is the probable word may appear based on the topic. Recognizing key words is the second strategy in avoiding difficulty. The students are allowed to make notes on the question sheet, so they are suggested to underline the key words to help them while they are listening to the audio. Those sometimes come up in different words. Anticipating may be the last strategy can be used in completing the listening section. In this case, writing notes, whatever words that the students heard, is very helpful. Those notes will be clues as the students have got any missing numbers.

B. Reading

Most of the students point out that reading is boring and makes sleepy since it is very long, up to 2700 words. This disinterest leads to result of the reading test. However, finding 40 answers in 60 minutes is not that difficult if the students know how to use appropriate reading skill for each task type. Skimming is the first reading skill which has to do at first. The students will get main idea of every paragraph that is suitable for multiple choice and paragraph heading task type. In addition, scanning can be used for short answer task type. To answer Yes-No-Not Given (or True-False-Not Given) task type, they may apply reading for detail.

The problem coming up to the students is vocabulary. It influences them in understanding the sentence or even the paragraph. To manage their time, it is better to skip that difficulty. They will comprehend that sentence or paragraph containing difficult word if they get a question relating to that sentence or paragraph. Reading is so tricky due to its vocabularies. Different words used in the questions and the passages cause confusion among the students. That is why they have to read again and again to find the correct answers. They can deal with the vocabularies by reading more academic texts such as journal, encyclopedia, and other academic texts.

C. Writing

In IELTS, writing is divided into 2: task 1 and task 2 that has to be accomplished in an hour. The task 1, one of at least 150 words, is to describe line graph, bar chart, pie chart, diagram, map, and or table. On the other hand, writing task 2 is about justifying an opinion based on the current issue given in the question. In doing writing task 1, the most common problem faced by the students is how to divide the data presented into some paragraphs. This can be solved by looking at the overview. Actually, body paragraphs are the elucidation of the overview. So, the students only have to put more detail information in line with the overview they made.

The other problem is how to avoid repetition. In this case, it is about how to make sentences in different structure. During the course, the teacher must give useful languages that can assist them to vary their sentences for example synonyms, and numerical expressions. In addition, writing task 2 also has difficulties. The first one is how to understand the question. It relates to the key words and influences to how to paraphrase the questions. The first paragraph, introduction, is not only about paraphrasing sentence, but also thesis statement which defines the students' task response.

As that problem appear, the students has to habituate themselves in managing their time. Allocate 5 minutes at the beginning is the solution. This time can be used to analyze the question, do brainstorming, and make an outline. An outline can guide the students in developing their paragraph cohesively since it is one of the assessment points. Wide range of vocabulary may be the other problem. Unfamiliar word is the key how to get very good mark. It shows the examiner that the students have learnt English very well. However, it has to be academic word and is a good diction. To overcome this problem, the students have to read more, find more new words, and then try them out in sentences.

D. Speaking

The speaking test is one-to-one interview and last for 11-14 minutes divided into three parts. It is recorded for remarking (if needed). The first part is called introduction and interview. In this part, the students have to be ready in introducing themselves and are given some questions related to familiar topics for example their job, study, hobbies, family life, and others. Because this is the first part, the students might be nervous. They realize that they are being assessed while they are speaking. It influences to their confidence and may cause wrong pronunciation and or grammar mistakes. Although fluency is one of the criteria assessed in speaking test, the students do not have to speak very fast. It is much better to speak slowly, to show their interest in the topic, to be confident, and to do self-correction. Also, adding more supporting details instead of just answering in short sentence can up the score.

The second one is named by individual long turn for 3-4 minutes. In this part, the examiner will give the students a piece of paper outlining a particular topic and ask the student to prepare in one minute. Then they have to speak for one to two minutes. Some students, presumably who never have an IELTS class, will have no idea about what to do in one minutes. They may run out of time to think about the answer. Actually, it does not have to be the best answer as long as they can accomplish all the questions given in the card. Therefore, what they can do in one minute is writing down the topic and all the question words since the examiner will take the card away once one minute is over. Doing more practices can assist the students to habituate them speaking in 1 to 2 minutes.

Discussion is the last part of the speaking test and it has similar topic with the second one. This will be finished in 5 minutes. Questions in this part will be more general and need opinion and preference. That is why this might be the most

difficult part so as to think hard. This problem of difficulty can be tricked by 'buying the time'. Asking for some times to think of can be the solution.

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Training for Digital Native Student-Teachers

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Abstract: Realizing that most of our students nowadays are digital natives, those “who have grown up with computers and have fluency with digital devices which older generations do not have” (Walker & White, 2013, p.23), our study program offers a course which provides trainings for student teachers in creating audio visual aids for language teaching as an elective course in our new KKNi curriculum. Being asked to teach the course, I thought that there would not be many students interested since they might think that it only provides a little additional knowledge for them who are already familiar with the use of ICT. However, it turned out that there were 32 students registered for the course. It triggered my curiosity to find out why the students took the course and what their perceptions toward the course were. I, therefore, asked each of the students to write a reflection on their experiences as they were taking the course. The reflections showed that most of the students’ reasons of taking the course were that they wanted to learn more about how to use ICT in teaching. Many of the students also mentioned that they needed the course as training for their teaching practicum since they realized that they are familiar with technology, but are not accustomed to use the technology in classrooms. This indicates that trainings for digital native student-teachers are needed especially to make them familiar to the use ICT in teaching.

Key words: training, digital native, student-teacher

Abstrak: Sebagai program studi yang berkomitmen mempersiapkan guru Bahasa Inggris yang berkualitas, ketika kami harus mengubah kurikulum kami menjadi kurikulum yang berbasis KKNi (Kerangka Kurikulum Nasional Indonesia), kami menawarkan berbagai mata kuliah yang nantinya dapat membekali mahasiswa kami untuk melakukan praktek mengajar. Karena kami menyadari bahwa mahasiswa kami adalah para “digital natives”, mereka yang tumbuh seiring perkembangan teknologi, dan mempunyai kemampuan mengoperasikan perangkat digital (Walker & White, 2013), kami memutuskan untuk menawarkan satu mata kuliah yang berisi pelatihan membuat alat bantu mengajar sebagai mata kuliah pilihan. Ketika saya diminta mengajar mata kuliah tersebut, saya pikir mahasiswa yang mengambilnya tidak akan banyak karena saya berasumsi bahwa mereka menguasai teknologi sehingga membuat alat bantu mengajar pasti sangat mudah bagi mereka. Akan tetapi ternyata ada 32 mahasiswa yang mengambil mata kuliah tersebut. Hal ini menimbulkan keinginan saya untuk meneliti, mengapa para mahasiswa tersebut mengambil

mata kuliah ini dan apa pendapat mereka tentang mata kuliah ini. Oleh karena itu saya meminta para mahasiswa tersebut menuliskan refleksi tentang pengalaman mereka selama kuliah. Hasil refleksi mereka mengungkapkan bahwa mereka mengambil mata kuliah tersebut karena ingin belajar lebih banyak lagi tentang bagaimana menggunakan teknologi informasi dalam pengajaran. Banyak mahasiswa juga mengungkapkan bahwa mereka memerlukan mata kuliah ini sebagai pelatihan dalam menggunakan teknologi untuk mengajar. Ini menunjukkan bahwa para mahasiswa praktek tetap memerlukan pelatihan sekalipun mereka tahu benar bagaimana menggunakan teknologi.

Kata kunci: pelatihan, “digital native”, mahasiswa praktek

INTRODUCTION

Since the academic year of 2014/2015 our study program has implemented a new curriculum as the Indonesian government required tertiary education institutions in Indonesia to put the new curriculum (*Kerangka Kualifikasi Nasional Indonesia/KKNI*) into practice. In our new KKNI curriculum courses are divided into five main categories. They are general courses, skill courses, research courses, teaching courses, and elective courses. As our study program is committed to produce qualified English teachers, the elective courses offered in the third year of the curriculum are the ones related to teaching. Some of the courses are Critical Pedagogy, TBSD (Task Based Syllabus Design), TBLT (Task Based Language Teaching), and AVALT (Audio Visual Aids for Language Teaching).

AVALT, which is the focus of discussion in this paper, is a course designed to equip student-teachers with the skill of creating visual aids like puppets, comics, and storybooks, audio visual aids like motion stop videos and cartoons to teach English to various levels of students starting from kindergarten to adults. Other than that, this course also provides students opportunities to demonstrate how they can make use of the audio visual aids they made in teaching. In other words students also have teaching practices in this course though they only teach their friends who pretend to be the students, not the real students.

Initially when I was asked to teach AVALT, I only expected a little number of students would join the class. I thought that this course might not be that interesting for students because they are of the “net-generation” (Tapscott, 2008, p. 2) , ones that I usually called as digital natives “who have grown up with computers and have fluency with digital devices which older generations do not have” (Walker & White, 2013, p. 23). I assumed that many students would consider themselves capable to make audio visual aids for teaching, and many of them would think that it is easy to get free audio visual aids from the internet that they would not take the class. My thought, however, was proven to be wrong. The class was full of students, and they followed the lessons enthusiastically.

The fact has raised my curiosity to study further about these digital native students. I, therefore, decided to do a study to the students in my class. The aims of the study were to find out the reasons they joined the class and to reveal their perception about the class. By doing the study I expected to understand how students perceive the course so that later, I and other lecturers in our study program can improve the course. I also expected that the result can be an input for those who wish to study about digital native students.

LITERATURE REVIEW

A. Digital natives

The term digital native has been widely used recently. It is firstly mentioned by Prensky (2001, p. 1) to refer to “the ‘native speakers’ of the digital language of computers, video games and the internet”. As native speakers of a language they are said to have “fluency with digital devices” as their characteristic (Walker & White, 2013, p. 23). In addition, Teo (2013) provides a more specific characteristic of digital natives. He states that digital natives are those who were born after 1980’s, and have the ability to use their cognitive ability, learning style, and digital devices. In other words, digital natives are those who are young, below 35 years old, and have the capability of operating digital devices without difficulties.

Referring to the previously mentioned characteristics, I can confidently say that all of my students are digital natives. Best (2013) actually suggests that when we talk about digital natives there are many factors that should be taken into account. We can define digital natives not only by age or generation, but also by population based and access of learning, by length of use and submerged exposure of the digital devices, by cognitive and leaning differences, and by socio-economic and geographic definitions.

However, apart from his explanation that we can define digital natives in many ways, Best (2013) mentions that young people in developing countries are most likely have the best traits of digital natives. This means my students, who are all young people of a developing country, are most likely good digital natives. I, therefore, assumed that all of my students are digitally literate.

B. Student teachers in our study program

Webster's New World College Dictionary (2014) defines a student teacher as “a college or university students who teaches school under the supervision of an experienced teacher as a requirement for a degree in education”. This is similar to our study program’s definition of student teacher. Student teachers in our study program should do teaching practicum as one of the degree requirements. However, we do not send all of our student teachers to teach in schools as we have three kinds of teaching practicum sites that the student teachers can choose. Those who are interested in teaching young learners can go to kindergartens or primary schools to

have their teaching practicum, those who are interested in teaching adult learners can go to junior high schools or senior high school, and those who are interested in teaching English for specific purposes can go to hotels to teach English to the hotel staffs.

The student teachers who are sent to schools have some teachers of the schools as the mentors and lecturers as their supervisors. Those who are sent to teach at hotels have the hotels' managers and lecturers as mentors. They also have lectures as supervisors. All of the student teachers need to work hard as both mentors and supervisors will give their assessments during the teaching practicum and the teaching practicum itself worth 12 credit hours.

METHODOLOGY

This study is a qualitative research. Snape & Spencer (2003, p.3) state that qualitative researches "are directed at providing an in-depth and interpreted understanding of the social world of research participants by learning about their social and material circumstances, their experiences, perspectives and histories. Similarly, Hancock et. al. (2009) reveal that qualitative researches try to explain social phenomena to help us to understand the world in which we live in. It concerns with people's behavior, peoples' attitudes and opinions, peoples' cultural practices, and peoples' events. In this paper, the study is focused on describing student- teachers experience in learning to make audio visual aids and teaching using the visual aids that they had made.

To collect the data, 32 student-teachers were asked to write reflections. According to Bolton:

Reflection is an in-depth consideration of events or situations outside of oneself: solitarily, or with critical support. The reflector attempts to work out what happened, what they thought or felt about it, why, who was involved and when, and what these others might have experienced and thought and felt about it. (2009, p.13)

In this study reflection is used mainly to understand how the digital native student teachers perceive their experience learning in AVALT course. In writing the reflection, the 32 participants were guided with 6 questions. The questions are: 1. what was your reason of joining the course? 2. Did you find any difficulty in making audio visual aids? 3. How did you feel when making audio visual aids? 4. Did you find any difficulty when teaching using the audio visual aids? 5. How did you feel when teaching using the audio visual aids? 6. What do you think about the course in general?

RESULTS

In this section I want to discuss the reflections that the participants have written. The parts of the discussions are the answer to the 6 questions provided to guide them in writing the reflections. They are: the reasons of taking the elective course, the difficulties in making the audio visual aids, the participants' feelings when making the audio visual aids, the difficulties in the teaching practice, the participants' feeling when doing the teaching practice, and the participants' views about the course in general.

A. Reasons of taking the course

There are three reasons that the participants expressed in their reflections. The first reason revealed by some of the participants is that they wanted to know what can be learned from the course; they were joining the course because they were curious. The second reason is that some of the participant wanted to show their capability in creating audio visual aids; they know what the course is all about. The third reasons is expressed by more than a half of the participant that is they wanted to learn more about how to use ICT in teaching. Here are some of their expressions:

Excerpt 1

"I took the course because I wanted to study further about technology use in teaching."
(Participant 23)

Excerpt 2

"I joined the class because I wanted to learn from my friends who know more technology than me, so that I can use it to teach children." (Participant 12)

Excerpt 3

"I thought by joining the course I can improve my skill by learning more about using technology in teaching." (Participant 25)

Excerpt 4

"I wanted to know more about the use of technology in teaching children." (Participant 7)

The reflections show that most of the participants feel the need of learning more about the use of technology in teaching. This perhaps what makes them active in the class.

B. Difficulties in making the teaching aids

As mentioned previously students learn to create many teaching aids in the course, some of them are visual, like puppets, story books, and comics and some are audio visuals, like cartoons and motion stop videos. The creation processes are not simple. It involves planning, drawing, creating the texts, using different computer applications, and editing. I remembered several years ago I learned how to make those teaching aids with difficulties at first. Most of the participants, however, find it easy to make the teaching aids. Some of them expressed that they have difficulties in making the teaching aids, but the difficulties are more related to the language they used not in creating the aids. Here are some of their expressions:

Excerpt 5

“It is difficult to decide which vocabulary that I should use in making the comic for 1st grade students of primary school” (Participant 8)

Excerpt 6

“My difficulty is using correct grammar in writing the story book. I have to edit it again and again.” (Participant 32)

Excerpt 7

“I found difficulty matching the pictures with text I want to use to make the comic.” (Participant 9)

Perhaps the fluency in using technology, as the participants are digital natives, is what make them do not face any significant difficulties in creating the teaching aids.

C. Feelings when making the teaching aids

Most of the participants felt that making the teaching aids was interesting as they can use their creativity. They also found it fun as they can share ideas with friends. Some, however, admit that they don't feel comfortable working in groups and prefer to work alone, like what they express in the following excerpts:

Excerpt 8

“I enjoyed making the teaching aids but when working in group is sometime difficult, I don't really enjoy it” (Participant 11)

Excerpt 9

“Making the teaching aids was fun but I like the individual project more, because I can use my own idea.” (Participant 3)

D. Difficulties in the Teaching Practice

Teaching practices in the course scheduled after the students create the teaching aids. In this part of the reflections many of the participants expressed that they have difficulties. Some even express that the difficulties had made them realize that teaching using technology is not as easy as what they imagined before.

Excerpt 10

“I turned out that the video I made was too fast that the students may not be able to follow and write the sentences I ask them to. I should have made a slower one.” (Participant 22)

Excerpt 11

“I got confuse and panic when I could not zoom my video in front of the class while it's actually very easy to do.” (Participant 18)

Excerpt 12

“Some of the texts I put in the cartoon could not be seen because it has the same color with the background” (Participant 25)

Excerpt 13

“The font size that I used in my video was too small. The students had difficulties reading the text from their seats.” (Participant 8)

E. Feeling When Doing Teaching Practice

Though almost all of the participants felt confident and happy when making the teaching aids, they expressed different feelings when they have the teaching practices. Most of the students feel anxious when they have to teach using the teaching aids. The anxiety came from various reasons. Here are some of them:

Excerpt 14

"I was afraid that the students do not like the cartoon I made." (Participant 20)

Excerpt 15

"I didn't think I was ready to teach, I need more preparations." (Participant 18)

Excerpt 16

"I forgot to charge my laptop the night before, I was worried all the time that my laptop would run out of battery" (Participant 25)

Excerpt 17

"It took me 10 minutes to open the video file because I couldn't find it, I need to search for it first." (Participant 11)

F. Perception on the Course

As guided by the questions at the end of the reflections the participants expressed their opinions about the course. Most of the students said that they like the course as they can learn not only from the teacher but also from their friends. Many also revealed that the course is good as it can function as training for the participants before they have their teaching practicum.

Excerpt 18

"The course made me learn from my classmate about Corel and about teaching." (Participant 15) **Excerpt 19**

"We need a course like this to give us more practice in teaching" (Participant 11)

Excerpt 20

"I like this course because it makes me practice teaching using technology like Powtoon and Motion stop". (Participant 11)

Excerpt 21

"It is good that we are told to use the teaching aid to teach, I give us a kind of training before we are sent to real schools." (Participant 23)

Excerpt 22

"I can learn to use my own made teaching aids and have teaching practice. I like it" (Participant 9)

CONCLUSION

The aim of the study was to see how the students view the AVALT course they took. The study revealed that most of the students have positive attitude toward the course. This is because they got the chance to have teaching practices before they

are sent to have the real teaching practicum. Though the participants are digital natives and they did not find difficulties in creating teaching aids due to their literacy in technology, they still felt that trainings or practices are needed. This perhaps related to what Trinkunaite (2015, p.3) says that there is a “different between digital lifestyle skills to workplace skills”. This is what the digital student teachers need to overcome.

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Neo-Vernacular Approach in Architecture, as a “National Cultural-Strategy” in Indonesia

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Abstract: Until now, the Modern movement and recently Neo-modern movement, spread and covering the whole world, including Indonesia as a developing country. We call it “Internationalism”. That happen too in architecture, the whole wide world has the same experience and facing the same cube, box, glass, steel and metal, we all find the same architecture all over the world. After 1970s the rise of Postmodernism and Postmodern architecture - a linguistic and semiotic approach to architecture - give opportunity to the rise and revival of vernacular, traditional and local culture include the vernacular architecture. The forgetting of local vernacular architecture creates a strange atmosphere to indigenous people live in it; inhabitants become “alien” in their own habitat. Indonesia has a very large amount of local vernacular architecture!! It’s a part of our advantages that we should treat carefully, we can posit it as our “Cultural Strategy” facing the eroding effect of cultural globalization, and utilize it as an effort to decrease the alienation effect to our Indonesian people, whilst we can use it as a part of our Creative economy as one of the latest national economic policy. The Neo-vernacular architecture can give a new silhouette of Indonesian cities, familiar to the inhabitants who, *nota-bene*, is the indigenous Indonesian people - and as a background of all the activities of the people and a show-off to the outer-world about our local vernacular architecture that now being a hybrid neo-vernacular architecture, a modern technology but a vernacular style in architecture nowadays.

Key words: neo-vernacular, architecture, cultural strategy, Indonesia.

Abstrak: Hingga saat ini, pergerakan Modern dan pergerakan Neo-modern, menyebar dan melingkupi seluruh penjuru dunia, termasuk Indonesia sebagai negara berkembang. Kami menyebutnya "Internasionalisme". Fenomena itu juga terjadi dalam arsitektur, seluruh dunia mencicipi pengalaman yang sama dalam berarsitektur, merasakan ruang-ruang kubistis, kotak-kotak kaca, deretan struktur baja dan tebaran logam dimana-man, hampir diseluruh penjuru dunia, kita merasakan arsitektur yang sama. Setelah 1970an muncullah Postmodernisme dan arsitektur Postmodern - pendekatan linguistik dan semiotik terhadap arsitektur - yang memberi kesempatan pada kebangkitan dan kebangkitan budaya lokal dan tradisional diantaranya adalah arsitektur vernakular. Tergerusnya arsitektur vernakular-lokal-tradisional menciptakan atmosfir yang

aneh bagi masyarakat yang tinggal di dalamnya, masyarakat menjadi "asing" di habitat yang notabene tanah-air mereka sendiri. Indonesia memiliki perbendaharaan arsitektur vernakular yang sangat kaya!! Ini merupakan suatu modal bagi kita yang harus kita tangani dengan hati-hati, dari modal itu, kita dapat mengangkatnya sebagai sebuah "Strategi Budaya" menghadapi gerusan dampak globalisasi budaya yang mengikis kebudayaan lokal. Kita dapat memanfaatkannya sebagai upaya untuk mengurangi rasa keterasingan terhadap warga rumahnya sendiri. Juga kita dapat memanfaatkannya sebagai bagian dari “Ekonomi Kreatif” yang merupakan salah satu kebijakan ekonomi nasional terkini. Arsitektur Neo-vernakular dapat memberi siluet baru bagi kota-kota di Indonesia, tidak lagi asing bagi penduduknya dan sebagai latar-belakang semua aktivitas masyarakat dan sekaligus menjadi etalase bagi dunia-luar – tentang keberadaan arsitektur vernakular kita yang sekarang menjadi arsitektur neo-vernakular hibrida, menggunakan teknologi modern namun berlanggam vernakular sebagai solusi arsitektur masa kini.

Kata kunci: neo-vernacular, arsitektur, strategi budaya, Indonesia.

INTRODUCTION

Until now, the Modern movement and recently Neo-modern movement, spread and covering the whole world, including Indonesia as a developing country. We call it “Internationalism”. That happen too in architecture, the whole wide world has the same experience and facing the same cube, box, glass, steel and metal, we all find the same architecture all over the world.

After 1970s the rise of Postmodernism and Postmodern architecture - a linguistic and semiotic approach to architecture - give opportunity to the rise and revival of vernacular, traditional and local culture include the vernacular architecture. The forgetting of local vernacular architecture creates a strange atmosphere to indigenous people live in it; inhabitants become “alien” in their own habitat.

Indonesia has a very large amount of local vernacular architecture!! It's a part of our advantages that we should treat carefully, we can posit it as our “Cultural Strategy” facing the eroding effect of cultural globalization, and utilize it as an effort to decrease the alienation effect to our Indonesian people, whilst we can use it as a part of our Creative economy as one of the latest national economic policy.

THE POSTMODERN RISE

After about 400 years of Modernism in human civilization, the 1970s is a milestone year of the rise of a new paradigm: Postmodernism. Human civilization has a “New ways of seeing the world”, a linguistic and semiotic approach in seeing the world. It is no longer having truth-claim of Universalism as the predecessor, the Modernism. Reality is plural, not singular. There are many “*Petit histoire*”, not a

Universal story anymore. This new paradigm look-back to anything Vernacular including Vernacular-architecture.

Modern architecture has long been presenting a cubical, box, *beton-concrete*, glass and metal building all around the globe, wiped-off all of the other architectural style available, such as the local – traditional – vernacular architecture. In rhythm with the twilight of Modernism, Modern architecture has been fading through the recent years of the 20th century. The Death of Modern architecture had been marked with the Implosion of the Pruitt Igoe building on July 15th 1972 (Jenks), this is the Death of Oneness, of an International standard that have been pushed to many-many different entities. “International style” in architecture is a manifestation of an agape of the advancement and the miracle of Modern technology. Begin from West Europe, America, overwhelm to every single corner in this world, the Modern International style obsessed through the mind and spirit of nearly everybody in anywhere place. Being Modern by adopting Modern architecture is the only way to look “up- to date” and to be fashionable.

LINGUISTIC APPROACH TO ARCHITECTURE

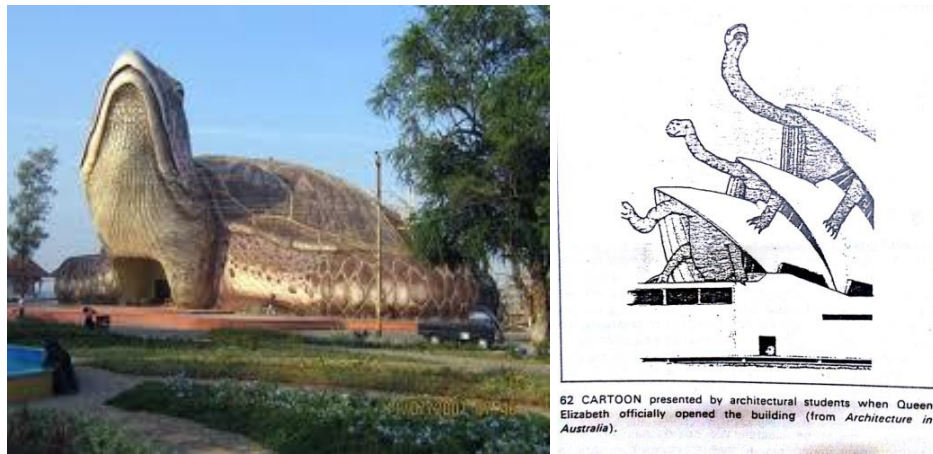
Charles Jencks, in his book *The Language of Postmodern Architecture* discuss several analogies of architecture as a communicational means, the mode most commonly disregarded in Modern Architecture. He says, “There are various analogies Architecture shares with language and if we use the terms loosely, we can speak of architectural “words”, “phrases”, “syntax” and “semantics” (Jencks, p. 39).

In dealing with language, there are metaphors that consist of “words”, “phrases”, “syntax” and “semantics”. Metaphor in architecture can be described as how “People invariably see one building in terms of another or in terms of a similar object: in short as a metaphor” (Jencks, p 41). Buildings that are interesting to discuss their metaphor are as follows:

Figure 1:
Sidney Opera House



Figure 2:



Kartini seacoast, Jepara, Indonesia

Figure 3:

Bird's nest Stadium, Beijing



Words, in architecture are doors, windows, columns, roofs etc. In Figure 1 to 3, if observed closely there is a curved shape from the buildings that are similar to each other. These curves are the syntax or the rules to combine those words, doors, windows, columns, roofs etc. The semantics are the style on which to use for these building types.

THE POSTMODERN ARCHITECTURE

Postmodern architecture is the manifestation of Postmodern paradigm in architecture. There are many categorizing in the term of Postmodern Architecture, and there are many historians like Paolo Portoghesi, Henryk Molinowsky and many others, Charles Jencks categorize as: (Historicism

- a. Straight Revivalism
- b. Neo Vernacular
- c. Ad Hoc Urbanist
- d. Metaphor & Metaphysics
- e. Postmodern space
- f. Radical Eclecticism

Whilst by the response to Modernism, we can “categorize” Postmodern architecture as:

- a. Neo Modern, which continue the miracle of Modern technology
- b. Neo vernacular, which look-back again to the traditional vernacular
- c. Deconstructivism , which reject Modern Architecture
- d. Postmodern, which can include all of any style such as Eclecticism.

(Jencks, p. 81-127)

CHALLENGE & OPPORTUNITY OF THE NATION

President Jokowi in an occasion of the Opening the Keris museum in Solo, Central Java, said:

Nilai-nilai tradisi di Indonesia agar tidak hilang begitu saja. Terlebih, dengan adanya kemajuan teknologi saat ini.

(The traditional Indonesian values, cannot be wiped off that easy, we have to be concerned with the recent technology impact on it).

By saying that he wants Indonesian to conserve their traditional values and not be to easily influenced by whatever modern technology offers. In his speech he also informs:

Figure 4:
President Joko Widodo



He continues to say:

Walaupun kita berupaya mengejar kemajuan tapi kita tidak boleh tercerabut dari tradisi, tidak boleh meninggalkan nilai-nilai adiluhung bangsa. Untuk itu sudah seharusnya kita terus menjaga, melestarikan warisan budaya bangsa,

termasuk keris," kata Jokowi saat meresmikan Museum Keris Nusantara, Solo, Jawa Tengah, Rabu (9/8/2017).

(Although we are pursuing the advancement, we should not be uprooted from our tradition, we should not leave our own value. We have to still keep our cultural heritage include a Keris).

The above means to say that our traditional culture should be conserved. Although modern technology offered may help modernize the country, the varieties of art and traditional culture must be preserved and taught to the younger generation. He continues to say that it has become Indonesia's imprint to have a specification mark like informed below.

"DNA Kita Seni Budaya dan Pariwisata kata Presiden Joko Widodo" .

"Our DNA is Art, culture and tourism", President Jokowi said.

(Kuwado, 2017)Kompas.com - 26/04/2017

President Joko Widodo told that the future Indonesian economy lies on craft industry and creative industry. When he was launching the train project at Asisuarmono, Boyolali he said

Industri kerajinan, industri kreatif di Indonesia telah tumbuh dengan sangat cepatnya, tumbuh dengan menakjubkan," ujar Jokowi saat membuka Inacraft di JCC, Jakarta Pusat, Rabu (26/4/2017). "Oleh sebab itu saya meyakini, masa depan Indonesia akan ada di industri kerajinan atau industri kreatif. Ini yang saya yakini," lanjut dia.

They grow very rapidly, an amazing growth. "That's why I am sure that the future of Indonesia lies on craft industry and creative industry. That's what I'm convinced in"

So, what is a Creative industry?

As of 2015 the DCMS definition recognizes nine creative sectors, namely:

1. Advertising and marketing
2. **Architecture**
3. Crafts
4. Design: product, graphic and fashion design
5. Film, TV, video, radio and photography
6. IT, software and computer services
7. Publishing
8. Museums, galleries and libraries
9. Music, performing and visual arts

Architecture is the second of the Creative industry's business. So, studying traditional art can give way to modern art, too

NEO VERNACULAR ARCHITECTURE AS AN OPPORTUNITY

The Postmodern view to architecture that looks back at traditional-vernacular architecture and recognizes it as one of the “*Petit histoire*”, is the Neo Vernacular architecture. Neo Vernacular architecture adopts the Vernacular architecture and combines it as a hybrid composition with modern technology. As Modern technology has no limit, so with the Neo Vernacular architecture that utilize the Modern technology as the aspect of “*Firmitas*”, it has no limit too, it can be a skyscraper or a town hall, a concert hall, a stadium with even 100.000 people in it!

Figure 5:
The Portland Building, the early Neo Vernacular



By creating Neo Vernacular architecture, firstly we have conserved our architectural heritage from wiping off by Modern eroding. Within Neo Vernacular architecture atmosphere, there will be an intimate and recognizable space that doesn't make anybody feel like alien in their own habitat. From the amazing and uniqueness of vernacular elements, ornaments, colorful shape and composition there will arise the shiny vernacular taste that has been long enough faded and thrown away by Modern view. Take a look also at how these traditional buildings (see figure 6) are made to

conserve culture and yet at the same time not be too far off with modernization's characteristics.

Figure 6:
Modern Buildings



Yes, by doing this we have raised a great resurgence of our forgotten and lost fortune. An architecture that we long for, now turn into reality. This Neo Vernacular architecture align with another Neo vernacular architecture from another region, be cluster of uniqueness, unity in diversity, *Bhinneka Tunggal Ika*. Then the Neo vernacular cluster can be the setting and background for many-many activities, production of many-many crafts, home industry of batik, the Creative economy in a creative homey atmosphere. All the unique Neo Vernacular activities will attract the public and foreigners that will raisethe tourism sector.

CONCLUSION

The Neo-vernacular architecture can give a new silhouette of Indonesian cities, familiar to the inhabitants who, *nota-bene*, is the indigenous Indonesian people – and as a background of all the activities of the people and a show-off to the outer-world about our local vernacular architecture that now being a hybrid neo-vernacular architecture, a modern technology but a vernacular style in architecture nowadays.

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An Evaluation Study on the Implementation of School Based Curriculum in the Teaching of English at the State and Private Senior High School Level in Manado Municipality

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Abstract: The purpose of this study is to evaluate the effectiveness of the implementation of School Based Curriculum in the Teaching of English as a foreign language at the State and Private Senior High School Level in Manado Municipality; to figure out the teachers' understanding of English School Based Curriculum, the planning and the teachers' problems in implementing ESBC. English School Based Curriculum has been implemented since 2006. BSNP (2006) elaborates that School Based Curriculum is developed to give an opportunity for each school to design their syllabus and manage the resources by allocating the essential needs and also develops syllabus contents in accordance to the needs of local community. However English learning outcome is still below the expectations. This evaluation research used Stufflebeam (1986); Context, Input, Process, Product (CIPP) model. Context variable is limited only in school's geography, school's vision and mission, school program, school management/organization, and school's SWOT. Input as the supporting point of the program concerns curriculum (SBC), teachers' characteristics, facilities, school's environment, and school's budgeting. Process includes program development plan, teaching practices, assessment of students' learning. Product or output can be measured from two aspects, namely: students' non-academic achievement, and students' academic achievement. The population were two schools SMA Katolik Rexmundi Manado and SMA negeri 1 Manado. The data were collected by using questionnaire, guided interview, observation and document analysis. Result of evaluation of context of SMA Chatolic Rexmundi Manado shows that the achievement of assessment on context variable reaches 90% while in variable input 75%, 70% process variable and 80% product variable. The results of the context evaluation of SMA Negeri I Manado showed that the achievement of the assessment on the context variable reached 90% in the input variable 70%, 60% process variable and 80% product variable. This study revealed that the teachers under study needs to improve their understanding of ESBC, their ability in designing English syllabus, learning materials and lesson plan as well as their ability in implementing ESBC in more contextualized learning activities and local needs.

Key words: Context Input Process Product (CIPP), curriculum implementation, school based curriculum.

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi efektivitas pelaksanaan Kurikulum Berbasis Sekolah dalam Pengajaran Bahasa Inggris sebagai bahasa asing di Tingkat Sekolah Menengah Negeri dan Swasta di Kota Manado; Untuk mengetahui pemahaman guru tentang Kurikulum Berbasis Sekolah (Kurikulum Tingkat Satuan Pendidikan) dalam pembelajaran Bahasa Inggris, perencanaan dan masalah guru dalam penerapan KTSP Kurikulum Berbasis Sekolah dalam pembelajaran Bahasa Inggris telah dilaksanakan sejak tahun 2006. BSNP (2006) menguraikan bahwa Kurikulum Berbasis Sekolah dikembangkan untuk memberi kesempatan bagi masing-masing sekolah merancang silabus dan mengelola sumber daya dengan mengalokasikan kebutuhan pokok dan juga mengembangkan isi silabus sesuai dengan Kebutuhan masyarakat setempat. Namun hasil belajar bahasa Inggris masih di bawah ekspektasi. Penelitian evaluasi ini menggunakan Stufflebeam (1986); Model Konteks, Masukan, Proses, Produk (CIPP). Variabel konteks hanya terbatas pada geografi sekolah, visi dan misi sekolah, program sekolah, manajemen sekolah / organisasi, dan SWOT sekolah. Masukan sebagai titik pendukung dari program ini menyangkut kurikulum (SBC), karakteristik guru, fasilitas, lingkungan sekolah, dan penganggaran sekolah. Proses meliputi rencana pengembangan program, praktik mengajar, penilaian pembelajaran siswa. Produk atau keluaran dapat diukur dari dua aspek, yaitu: prestasi non akademik siswa, dan prestasi akademik siswa. Populasi adalah dua sekolah SMA Katolik Rexmundi Manado dan SMA negeri 1 Manado. Data dikumpulkan dengan menggunakan kuesioner, wawancara terpandu, observasi dan analisis dokumen. Hasil evaluasi konteks sma Katolik Rexmundi Manado menunjukkan bahwa pencapaian asesmen pada variabel konteks mencapai 90% sedangkan pada variabel input 75%, 70% variabel proses dan variabel produk 80%. Dalam konteks variabel selain penilaian terhadap visi, misi, sasaran, dan strategi pencapaian, analisis dokumentasi dilakukan. Hasil evaluasi konteks SMA Negeri I Manado menunjukkan bahwa pencapaian asesmen terhadap variabel konteks mencapai 90% pada variabel input 70%, variabel proses 60% dan variabel produk 80%. Studi ini mengungkapkan bahwa guru yang diteliti perlu meningkatkan pemahaman mereka tentang KTSP dalam pembelajaran Bahasa Inggris, kemampuan mereka dalam merancang silabus bahasa Inggris, materi pembelajaran dan rencana pelajaran serta kemampuan mereka dalam menerapkan KTSP dalam kegiatan belajar yang lebih kontekstual dan sesuai dengan potensi daerah.

Kata kunci : Konteks, Input, Proses, Produk, Implementasi kurikulum, Kurikulum Tingkat Satuan Pendidikan

INTRODUCTION

The low quality of education at every level and unit of education, especially primary and secondary education is an educational problem that continues to be faced by the Indonesian nation. Various efforts to improve the quality of education have been and continued to be done periodically, ranging from various trainings to improve

the quality of teachers to the perfection of the curriculum. A curriculum is the blueprint of an instructional process. A curriculum consists of the plan about what should be done during the instructional process (Subandijah, 1993).

The School Based Curriculum is a curriculum developed focused on the interests of local conditions and potentials, educational units and the needs of learners. Moreover, Puskur (2008) explains that in SBC system, schools have full authority and responsibility in choosing curriculum and learning process according to the vision, mission, and certain purpose. To attain the vision, mission, and purpose, schools must develop their standard competency and basic competency to the competency indicator, developing specific strategy, determine the priority, control tie use of schools and environment's potencies, and also take account to the society and government. The education policy originally undertaken in a centralized manner has been transformed into decentralization, emphasizing that education policy making moves from central government to regional government, centered on city and district governments. The transformation of the education system from the centralized to the decentralized has had such an enormous impact on the educational environment and for the education personnel. The change has spawned an educational management that gives widespread authority to the region and focuses more on schools to manage their schools according to the conditions and potential that exist in the environment where the school is located. (School based management). In addition, Schools also should be able to focus on the student's different needs, the different desire of teachers, different situation of environment, the expectation of the community that sent their children to school and as well as the demand of industrial which needs to get productive, potential and qualified workers.

The School Based Curriculum is developed in accordance with the relevance of each education group or unit under the coordination and supervision of the Regency and municipality. education office for primary and secondary education for secondary education. Development of KTSP on Content Standards and Graduate Competency Standards and guided by curriculum compilation guidelines compiled by National Education Standards Board. In Government Regulation Number 19 Year 2005 Chapter 1 Article 1 point 5 which is referred to as content standard is the scope of material and level of competence as outlined in the criteria of graduates competency, competence of study materials, competence of learning materials and learning syllabus that must be fulfilled by students at level and Certain types of education. The content standard is a guideline for developing the Education Unit Level Curriculum containing the basic framework and curriculum structure, study load, Education Unit Level Curriculum, and educational calendar, while the Graduate Competency Standards (SKL) is used as the assessment guide in determining students' graduation from units or groups Subject, graduate competence is a qualification of graduate ability that includes attitude, knowledge, and skill in accordance with agreed national standard.

The School Based Curriculum was developed based on the following principles:

- a. Centered on the potential, development, needs and interests of learners and their environment. The curriculum is developed based on the principle that learners have a central position to develop their competence to become human beings of faith and cautious to God Almighty, noble, healthy, creative and become a democratic and responsible citizen. To support the achievement of these goals the development of competence of learners tailored to the potential, development, needs, and interests of learners and environmental demands.
- b. The curriculum is developed with respect to the characteristics of learners, local conditions, levels and types of education, and respect and non-discrimination. The curriculum is developed on the basis of awareness that science, technology and art develop dynamically. Curriculum development is done by involving stakeholders. The substance of the curriculum covers the overall dimensions, competencies, field of study, scholarly fund of planned and presented courses continuously among all levels of education. The curriculum is developed with attention to national interests and regional interests to build a life of community, nation and state, interests

The curriculum is developed by taking into account the national interest and the regional interest to build the life of society, nation and state, national interest and regional interest must be complementary and empower in line with the motto of Bhineka Tunggal Ika (Anwar, 11-13). Although KTSP has been running for two years, there are still many educational units that tend to formulate the curriculum without considering the condition of the educator unit, the livelihood of the students and the potential of the region. References given by Depdiknas in the form of content standards and competency standards of graduates are very confusing for teachers. On the other hand there are still many teachers who only emphasize the competence of the profession rather than pedagogic and social competence.

Balitbang Depdiknas has provided two packages curriculum KTSP model. That is the usual direct model applied to the educational unit. Schools that are not ready are allowed to adopt one of the two models. However, it seems that many teachers are confused with the curriculum model KTSP. Sebab during the years teachers receive only a curriculum from the central government, KTSP model according to their creativity to develop their own educational model Which corresponds to the local conditions in which the school is located.

Implementation of School Based Curriculum at SMA Negeri 1 Manado and Catholic Senior High School Rexmundi is still experiencing various obstacles from school management, social condition, facilities and infrastructure to practical problems by teachers in the field. Moreover with the enactment of this new curriculum, teachers and schools are increasingly confused about what to do.

Accordingly, research on the effectiveness of the implementation of KTSP in schools in this case is required in English language learning so that it can be arranged in effective and efficient curriculum implementation strategy, especially in optimizing the quality of learning, because however good a curriculum its effectiveness is

determined by its implementation in school as well as various factors that influence it, including understanding the strengths, weaknesses, opportunities, and challenges in the implementation of the curriculum.

RESEARCH OBJECTIVES

The objective of this research is to obtain empirical and analytic data on the problem of vital problems that affect the effectiveness of Curriculum implementation of School Based Curriculum in SMA Negeri 1 Manado and Catholic Senior High School Rexmundi Manado. Operationally, this evaluation research aims:

1. Evaluate the effectiveness of the implementation of basic elements of the implementation of ESBC which includes: support of program policies, vision and objectives and commitment of programs, program targets, plans / strategies for implementation of ESBC SMA Negeri 1 Manado and SMA catholic Rexmundi Manado and needs analysis and feasibility study; Strengths and weaknesses, opportunities and threats of the schools.
2. Evaluation of the effectiveness of curriculum implementation; English learning syllabus, learning materials, availability of English Learning Implementation Plan related to the needs of learners, condition of educator unit and culture and regional potency.
3. Evaluation on the effectiveness of the availability of the capacity of educators and education personnel which includes: the level of education of teachers / principals, teacher competence. The ability to facilitate learning-based information technology and English communication skills and the ability to use media technology, communication and information, as well as activities involving students can deal directly with the surrounding environment as well as the culture and potential of the region.
4. Evaluation on the effectiveness of the availability of infrastructure facilities capacity covering: Language Laboratory, the availability of ICT facilities in every classroom, rooms and facilities that support the development of professionalism of teachers, facilities that can be memafaatkan learners to develop their potential in the field of academic and non academic.
5. Evaluation of the effectiveness of the implementation of the learning process that includes; Planning, execution, assessment of English learning process in the classroom as well as learning process outside the school by visiting tourist attractions, culture and potential areas, as well as the use of strategies and English learning media.
6. Evaluation of standard and model of learning result. This study aims to evaluate the effectiveness of curriculum implementation of English School Based Curriculum in SMA Negeri 1 Manado and Catholic Senior High School

Rexmundi Manado with evaluation model of CIPP (Context, Input, Process and Product)

The results of this study are expected to be useful in improving the understanding of teachers and schools on the essence of English School Based Curriculum. Practically the results of this study can be used as input for principals and teachers in developing and implementing English School Based Curriculum in learning English well. And for education stakeholders, graduate and government stakeholders to be able to take the steps of policy that are deemed necessary in order to succeed the implementation of English School Based curriculum

LITERATURE REVIEW

A. Curriculum

The curriculum is a set of plans and arrangements on goals, basic competencies, standard materials, and learning outcomes, as well as ways used as guidelines for the implementation of learning activities to achieve basic competencies and educational goals (Mulyasa, 2009: 22) Curriculum is a plan designed to launch The teaching and learning process under the guidance and responsibilities of schools or educational institutions, with reference to all aspects of planning, implementation and evaluation of an educational program.] Galen Saylor and William M Alexander in the book Curriculum Planning for Better Teaching on Learning (1956) describes the meaning of the curriculum as Following "The Curriculum is the sum totals of school efforts to influence learning, whether in the classroom, on the play ground or out of school. So all the school's efforts to influence the child's learning, whether in the classroom of the classroom, at school or outside the school including the curriculum.

B. Curriculum Implementation

The curriculum implementation discusses how the curriculum is implemented, therefore what needs to be monitored is the process of implementation. The implementation of English Schools Based Curriculum related to efforts to improve the quality of education as reflected in the learning achievement of learners, by examining the various factors that influence it so that each school can manage and develop its various potentials optimally in relation to the curriculum implementation, either the potential of learners, Communities that can be excavated around the school. The implementation of KTSP starts from an understanding of the existing school conditions, (facts) policies that apply (policy), effective and efficient implementation strategies, and expectations of schools on the School Based Curriculum. (Mulyasa, 2009, p. 10). Implementation is a process of applying ideas, concepts, policies or innovations in a practical action so as to impact, whether in the form of changes in knowledge, values, and attitudes. Prayitno (2004) views the curriculum as a supporter of devotion. Meanwhile, Zais (1976) reveals the six essences of the curriculum, namely: (1) a learning program, (2) a learning material, (3) a series of planned learning

experiences, (4) Experiences of students at school or educational institutions, (5) a series of structured learning outcomes in series, and (6) an action plan.

C. School Based Curriculum (SBC)

School Based Curriculum is an educational operational curriculum developed by and implemented in each educational unit based on guidelines compiled by National Education Standards Board in which the syllabus is based on the basic framework of curriculum and graduate competency standards, under supervision of district and municipal education offices and ministry of religion Who is in charge of education. The development of School Based Curriculum based on the law of National Education System No. 20 year 2003 about National Education Systems and Government Regulation No. 19 year 2005 about National Education Standard bring implication toward systems and coordination including development and implementation of curriculum. Government policy is to obligate to all primary and middle schools to develop School Based Curriculum. The development of School Based Curriculum is done by school/education institution concerned about and based on the standard competency that is developed by National Education Standard Board (BSNP, 2006). The curriculum is developed in accordance with educational units, local potentials and characteristics, as well as the social culture of local communities and learners, where SBC is enforced in Indonesia from 2006/2007 replacing the KBK curriculum (competency-based curriculum) is a model of curriculum development by educational or school units, SBC is a curriculum development model that gives more autonomy to the principal, in line with school management autonomy, which is school based management. Implementation of KTSP is part of the standardization of education, especially dealing with the standardization of graduate competence, content, process and evaluation. KTSP prepares students towards the curriculum of 2013.

Implementation of SBC is part of the standardization of education, especially dealing with the standardization of graduate competence, content, process and evaluation. SBC prepares students towards the curriculum of 2013.

1. Principles of School Based Curriculum Development

School Based Curriculum is developed in accordance with its relevance by each group or unit of education and school committee under the coordination and supervision of the education office or the district / city Religious Affairs office for primary and secondary education for secondary education. Preparation of KTSP for special education is coordinated and supervised by the provincial education office, and is guided by SI and SKL as well as guidance of curriculum preparation prepared by BSNP. Education Standard Board (BSNP, 2006).

Hamalik (2010) states that the purposes of curriculum designing is to achieve the objective of a study program and subject matters. The objectives of learning is gained after the implementation of teaching and learning process. These objectives are formulated based on the curriculum objectives. A learning process should be

implemented intensively to ensure the delivery of learning material SBC is developed based on the following principles (BSNP, 2006):

- a. Centered on the potential, development, needs, and interests of learners and their environment: The curriculum is developed based on the principle that learners have a central position to develop their competence to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. To support the achievement of these goals the development of competence of learners tailored to the potential, development, needs, and interests of learners and environmental demands.
- b. Having a central position means learning activities centered on the learner: The curriculum is developed by taking into account the diversity of learners' characteristics, local conditions, levels and types of education, as well as respecting and not discriminating against differences in religion, ethnicity, culture, customs, socioeconomic status, and gender. The curriculum includes the substance of the compulsory components of the curriculum content, local content, and integrated self-development, and is structured in meaningful and appropriate interrelations and sustainability between substances.
- c. Responding to the development of science, technology and art: The curriculum is developed on the basis of awareness that science, technology and art develops dynamically. Therefore, the spirit and content of the curriculum provides a learning experience for learners to follow and utilize the development of science, technology, and art.
- d. Relevant to the needs of life: The curriculum development is done by involving the stakeholders to ensure the relevance of education to the needs of life, including community life, business world and the world of work. Therefore, the development of personal skills, social skills, academic skills, and vocational skills.
- e. Comprehensive and sustainable: The substance of the curriculum covers the overall dimensions of competence, the field of scientific studies and subjects that are planned and presented on an ongoing basis across all levels of education.
- f. Life-long learning: The curriculum is directed to the development process, culture, and empowerment of learners that lasts for life. The curriculum reflects the interrelationships between the elements of formal, informal, and informal education by taking into account the constantly evolving conditions and demands of the environment and the direction of complete human development.
- g. Balanced between national interests and regional interests: The curriculum is developed by taking into account the national and regional interests to build a life of community, nation and state. National and regional interests must be

complementary and empowered in line with Unity in Diversity within the framework of the Unitary State of the Republic of Indonesia (NKRI).

2. The Operational Reference for the SCHOOL Based Curriculum compilation

SBC is prepared based on the operational reference of curriculum preparation of education unit level, taking into account the following matters (BSNP: 2006):

- a. Increased faith and piety and noble character: Faith and piety and noble character form the basis of the formation of the personality of learners as a whole. The curriculum is structured to enable all subjects to support the improvement of faith and piety and noble character.
- b. Increased potential, intelligence, and interest in accordance with the level of development and ability of learners: Education is a systematic process to increase the dignity of the human being holistically that allows self potential (affective, cognitive, psychomotor) to develop optimally. Accordingly, the curriculum is structured with attention to the potential, level of development, interest, intellectual, emotional, social, spiritual, and kinesthetic intelligence of learners.
- c. Diversity of potential and regional and environmental characteristics: The region has the potential, needs, challenges, and diversity of environmental characteristics. Each region requires education in accordance with the characteristics of the region and the experience of everyday life. Therefore, the curriculum should contain such diversity to produce graduates relevant to regional development needs.
- d. Demands of regional and national development: In the era of autonomy and decentralization to bring about an autonomous and democratic education, it is necessary to pay attention to diversity and encourage community participation by promoting national insight. For that, both must be accommodated in a balanced and complementary.
- e. Working world demands: Learning activities should be able to support the growth of personal learners who are entrepreneurial and have life skills. Therefore, the curriculum needs to include life skills to equip students to enter the workforce. This is especially important for the vocational education unit and the learner not continuing to the higher level.
- f. Development of science, technology, and art: Education needs to anticipate the global impact that brings the knowledge-based society in which science and technology serves as the prime mover of change. Education must continuously adapt and adapt the development of science and technology so that it remains relevant and contextual with change. Therefore, the curriculum should be developed periodically and continuously in line with the development of Science, technology, and art.

- g. Religion: The curriculum should be developed to support the improvement of faith and taqwa and noble morals while maintaining tolerance and harmony among religious people. Therefore, the curriculum content of all subjects must support the improvement of faith, piety and noble character.
- h. Dynamics of global development: Education must create self-reliance, both individual and nation, which is essential when the world is driven by a free market. The increasingly close intercultural relationships require individuals who are self-reliant and able to compete and have the ability to co-exist with other tribes and nations.
- i. National unity and national values: Education is directed to build the character and insight of nationality of learners which become an important basis for efforts to maintain unity and unity of the nation within the framework of the Unitary Republic of Indonesia. Therefore, curriculum should encourage the development of national insight and attitude and national unity to strengthen the integrity of the nation within the territory of the Unitary Republic of Indonesia.
- j. Socio-cultural conditions of local communities: The curriculum should be developed taking into account the socio-cultural characteristics of local communities and support the preservation of cultural diversity. The appreciation and appreciation of the local culture must first be grown before learning the culture of other regions and nations.
- k. Gender Equality: The curriculum should be directed to the creation of a just education and taking into account gender equality.
- l. Characteristics of educational unit: The curriculum should be developed in accordance with the vision, mission, goals, conditions and characteristics of the educational unit.

D. Definition, Dimensions and Stages of Program Evaluation

1. Understanding Program Evaluation

Etymologically the word evaluation comes from English Evaluation. Evaluation is a noun (noun) formed from the verb (verb) "evaluate" which means to find out, decide the amount or value of something. This understanding is in line with the opinions of Edwind Wandt and Gerald W Brown who stated that Evaluation means that evaluation is an action or a process to determine the value of something. Meanwhile, according to Nhertzer and Stone Evaluation consist of making systematic judgment.

Various definitions of evaluation can also be obtained from experts such as Daniel Stufflebeam who stated that evaluation as a process of granting validation such as trust, effectiveness, efficiency, security, and honesty, to school programs, universities, university curricula, educational program programs, etc.

The above definition means that evaluation is an assessment of an object or program or grant approval of a program so that it can provide a trust, accountability, credibility to the program itself by assessing achievement rather than predetermined objectives rather than the program. So that decisions can be made for the improvement of the program itself

In general, evaluation has a meaning as a way to determine the extent to which the achievement and failure of an activity program in realizing the objectives that should be achieved. While Aiken argues that evaluation aims to provide information for decision makers.

Evaluation involves comparing objectives and outcomes, which means that evaluation is basically comparing the goals set by the achievements. This definition is very much in line with The Joint Committee on Standards for Evaluation which stipulates that Evaluation is basically an assessment of the values of an object so as to provide a Belief in the object or program being assessed. The most important goal of evaluation is not to prove that there are programs implemented but to improve the program. (Not to prove but to improve) for the program to really achieve its purpose, because we are not sure if that goal has been achieved if we do not assess its achievement. That is why there are two evaluation functions that are formative evaluations that serve to repair and program development while summative evaluation for accountability or program sustainability. As Tayibnapis said that evaluation should help the development, implementation, needs of a program, program improvement, accountability, selection, motivation, increase knowledge and support of those involved. From the various definitions above can be concluded that the meaning of the evaluation program is an activity to collect information about the work of a government program which then the information is used to determine the alternative or appropriate choice in taking a decision.

An activity program should be evaluated in order to know the success of the objectives, the quality of the program plan, the quality of the program implementation, the suitability of the program objectives, accountability, program improvement and program development.

Programs can be interpreted into two terms namely the program in a special sense and the program in a general sense. Understanding in general can be interpreted that the program is a form of plan that will be done. If the "program" is directly linked to program evaluation, the program is defined as a unit or unit of activity that is the realization or implementation of the policy, takes place in a continuous process and takes place within an organization involving a group of people. Thus, it should be emphasized that the program has three main elements: a) Program is the realization or implementation of a policy, b) Occurs in a long time and not a single but continuous activity, c) Occurs in an organization involving people.

2. Dimensions and Program Evaluation Stages

Stake, Stufflebeam and Alkin argue that evaluation focuses on four aspects: a) Context, b) Input, c) Implementation process, d) Products but, according to Beni Setiawan the main dimension of evaluation is directed to the outcomes, benefits, and impacts of the program. In principle, an evaluation tool that can be measured through four dimensions is: a) Input indicators, b) Processes, c) Outputs, and d) Indicators of impact (outcome).

3. Objectives of Program Evaluation

Each activity or program implemented has a specific purpose, as well as evaluation. According to Arikunto, there are two types of evaluation objectives: general and specific goals. The general objectives are directed to the overall program whereas the specialty is more focused on each component. Overall evaluation of the program is to know the achievement of program objectives by step knowing the implementation of program activities.

Implementation of the program must always be evaluated to see how far the program has succeeded in achieving the purpose of the pre-defined program implementation. Without an evaluation, the programs that run will not be seen effectiveness. Thus, the new policies in relation to the program will not be supported by the data. Therefore, program evaluation aims to provide data and information as well as recommendations for policy makers to decide whether to continue, improve or stop a program.

E. Program Evaluation as the realization of a policy

Program Evaluation is a series of activities as the realization of a policy. If a program is not evaluated it can not be known how and how high the policy has been issued. The information gained from the evaluation activities is very useful for decision making and the continued policy of the program. Because of the program evaluation input that decision makers will determine the follow-up of the program that is or has been implemented. The form of evaluation is a recommendation, from evaluators to decision making. There are four possible policies that can be made based on the results in the implementation of a decision program that is: 1) Stop the program, because it is seen that the program is not useful, or can not be done as expected, 2) Revise the program, because there are parts that are less appropriate With the hope (there are errors but only a few), 3) Continue the program, because the implementation of the program shows that everything is going in accordance with expectations and provide useful results, 4) Disseminate the program, because the program works well then very good if done again In another place and time.

F. Evaluation of the Program as a Research

As Stufflebeam says that evaluation is a systematic study that is designed, executed and reported to help researchers determine and / or correct the values of the

evaluated object. Stufflebeam further identifies evaluation as a systematic study that is designed, implemented and reported to help researchers determine and / or correct the values of the evaluated object. Evaluation is the process of obtaining and presenting useful information to consider alternative decision-making. Evaluation here is a systematic study that is designed, conducted and reported in order to assist a client group to judge and / or improve the worth and / or merit of some object

Edward Suchman as quoted by Stufflebeam sees evaluation as a scientific process. For him Evaluation is a Research, for that must have standard research methodology standard. According to him by adopting a scientific method, an evaluator will produce more objective, reliable and appropriate results. However, basic (ordinary) research has a different purpose from the evaluation research. The basic research is the invention of Science in evaluation research is applied research and the goal is to determine whether the program implemented gives the expected results.

G. Model Research Evaluation

There are approximately eight models of program evaluation proposed by program evaluation experts such as Stufflebeam, Metfessel, Michael Scriven, Stake, Glasser and Kaufman and Thomas that distinguish the evaluation model into eight (8) Goal Oriented Evaluation Model, developed by Tyler, Goal free The Evaluation Model, developed by Scriven, Formative, Summative Evaluation Model, developed by the Micheal Scriven, Countenance Evaluation Model, developed by Stake, the CSE-UCLA Evaluation Model, emphasizes "when evaluation is done", CIPP Evaluation The model developed by Stufflebeam

H. Model evaluation Context, Input, Process and Product (CIPP)

The CIPP model is oriented towards a decision whose purpose is to assist administrators or principals and teachers in making decisions, and the important goal of evaluation is not to prove but to improve the program.

CIPP evaluation model developed by Daniel Stufflebeam is very appropriate to evaluate the program of international standard schools because this model not only focuses on the achievement of goals but further evaluate the objectives, targets in addition to efforts to describe and detail the environment, the needs are not met and Populations and samples served, which Stufflebeam categorized in contextual evaluations.

Stufflebeam in Hamid Hasan said the main purpose of the context evaluation is to know the strengths and weaknesses of the evaluan. By knowing these strengths and weaknesses, the evaluator will be able to provide the necessary direction of improvement.

The second stage of the CIPP model is the input evaluation. To be able to realize the objectives of a program, it takes resources that are the basic capital in implementing the policy. McLemore (2009), suggests that input evaluations determine

what resources are available, what alternative strategies are appropriate for the program, and what plans are further undertaken to meet the needs of the program. The purpose of input evaluation is in this case the availability of educators and education personnel, infrastructure, curriculum, funding for financing the program and the various procedures and rules required

The next step is process evaluation. Worthen & Sanders in Eko Putro Widoyoko explains that process evaluation emphasizes three objectives: 1) To provide information for programmed decision, and 3) To maintain a record of the procedure As it occurs ". Process evaluation is used to detect or predict draft procedures or implementation plans during the implementation phase, provide information for program decisions and as recording or archive procedures that have occurred (Widoyoko, 2009: 76). Basically the evaluation of the process to evaluate how far the activities carried out within the program have been implemented in accordance with the plan

The last stage is a product evaluation that evaluates the success of a program where results are directed to things that show changes that occur in raw input. From the evaluation process is expected to assist the project leader or principal and teachers to make good decisions about the results achieved and what is done after the program runs. In this case whether the program can be implemented or continued and / or discontinued.

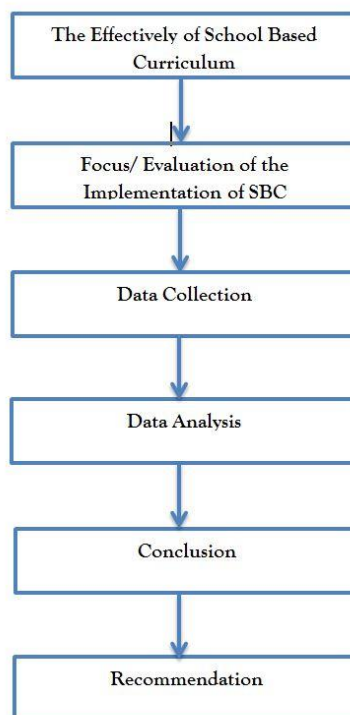
METHODOLOGY

A. Approaches, Methods and Design of Research Models

The approach of this study is an evaluation of educational programs; School Based Curriculum, to evaluate the implementation and implementation of the English School Based Curriculum, applies the approach to achievement system of objectives in decision making, for all aspects of the program components concerning the implemented results and impacts. The fundamental orientation of this evaluation study is to obtain / collect and provide useful information for assessing decision-making alternatives within the framework of improving the service of SBC implementation programs in English learning at SMA Negeri 1 Manado and SMA Catholic Rexmundi Manado for program improvement or improvement.

The research framework is carried out with the flow of research implementation as follows:

Table 1
Research Procedure



The evaluation model used in this evaluation study is the CIPP evaluation model (context, input, process and product) developed by Stufflebeam. The CIPP model consists of four components, namely: Context, input, process, and product.

The CIPP evaluation model provides a comprehensive review of the fundamental components of the context component that includes vision, mission, objectives, targets and programming platforms, input components; Curriculum tools; The purpose of learning English, syllabus design and implementation plan of learning English, competence of educator and educational staff, infrastructure and financing, process component that is implementation and assessment of learning process; English language learning methods and strategies, learning activities in language laboratories, skills-enhancing activities outside the classroom. As well as product components that are the results achieved from the implementation of SBC seen in the results of the National Examination and School Exam Mapel English.

It is understood that the implementation of Education Unit Level Curriculum in English learning is related to four main matters: Determination of learning objectives, syllabus preparation and lesson plan, determining learning methods and learning strategies and evaluations. While the structure and content of the English language curriculum and time allocation are still Refers to the national standard of education.

The above model name (CIPP) is the main component of the other model. Therefore, the discussion of this CIPP model will not compare among others. As the name implies, this model forms four types of evaluation, these four evaluations constitute a series of wholeness. In the execution of the evaluator may be doing one type or combination of two or more types of evaluation. That is, an evaluator does not always have to use all four. Although recommended so, because this model is expected. The strength of this model lies in the sequence of activities of all four types of evaluation. The four tasks of the evaluator are shown in the figure below. CONTEXT Evaluators identify the various factors of teachers, learners, management, work facilities, working atmosphere, rules, the role of school committees, communities and other factors that might affect the curriculum. INPUT Evaluators determine the extent of utilization of the various factors studied in the context of curriculum implementation. Consideration of this basis for evaluators to determine whether there should be a revision or replacement of the curriculum. PRODUCT Evaluators collect various information about learning outcomes, compare them with Standard and make decisions about the status of the curriculum. PROCESS Evaluators gather information about the implementation of the curriculum implementation, the strengths and weaknesses of the implementation process. Evaluators should record the effects of input variables on the process.

B. Research methods

The research method used is the research method of policy which in this case not only evaluate the implementation of the implementation of SBC in English learning, but test the ability of a policy in overcoming the problem and give recommendation about the success and failure of government policy that is Regulation of the Minister of National Education Republic of Indonesia Number 22 Year 2005 on KTSP at Basic and Intermediate level of education as well as determine the future existence of this policy. Evaluation not only assesses the purpose for solving a problem but how to do it or how to achieve goals in this case is called implementation. According to Van Horn and Van Meter: those actions by public and private individuals (or groups) that are the achievements or objectives set forth in prior policy (actions taken by government and private individuals and groups intended to achieve the goals and objectives that become Policy priorities).

C. Research design

The research design is a program evaluation study with an evaluation focus on the implementation of SBC in English learning.

Edward Suchman as quoted by Stufflebeam sees evaluation as a scientific process. For him Evaluation is a Research, for that must have standard research methodology standard. According to him by adopting a scientific method, an evaluator will produce more objective, reliable and appropriate results. However, basic (ordinary) research has a different purpose from the Evaluation Research. The basic research is the discovery of the Science of administration activities does not give a big consequence but in

research Evaluation is applied research and the goal is to determine whether the program implemented gives the expected results. Each result will always be used by the administrator for a decision for the program in the future. In this case the evaluator will realize the importance or benefit of the results obtained

The importance of the results obtained will provide a solution for problem problems for the researcher, so as to control the evaluation.

Suchman emphasized that evaluation research should ignore or adhere to the principles of the research methodology. Therefore evaluation research should follow a scientific process whereby every effort to control both the subjectivity of the assessor and the participants / participants and the influences of other variables. The main purpose of evaluation research is to determine the existence of a procedural program or strategy to achieve the expected results. It is intended that the main objective of the evaluation research is to assess the effectiveness of the program compared to the stated objectives. So it is clear that there is a close link between evaluation and planning and the development or improvement of the program. The evaluation model used is the CIPP model (Context, Input, Proces and Product) developed by Daniel stufflebeam.

Moreover they state that qualitative research proves explanation to the extent of our understanding of our phenomenon to promote opportunity of informed decision for social action. Qualitative research futhermore contributes to theory, educational practice, policy making and social consciousness. In line with the above, in this qualitative research with descriptive analysis, the data were collected by document recording, observation and interview. The researcher studied thoroughly the documents used by the English teachers in teaching English, such as: teaching syllabus and lesson plans. The observation was carried out to collect the data needed in term of the implementation of ESBC in real classroom settings. The interview was conducted to collect the data in terms of the problems faced by the English teachers in implementing ESBC in SMA Negeri 1 Manado and SMA Chatolic Rexmundi Manado. The subject of a study is a source where information about an object is obtained. Since the present study was about analyzing the implementation of ESBC, the subjects were determined purposely, which were resulted in those who could give information about what was being investigated. Thus, in this case, the subjects were the English teachers.

This study was conducted in SMAN 1 Manado and SMA Chatolik Rexmundi Manado They were the subjects of this study. The data were collected using questionnaire, observation and guided interviews. The data related to teaching preparation in the form of English syllabus and lesson plans were collected through document study. The data about the implementation of ESBC and the teachers' understanding of ESBC were collected by interviews. The data about the implementation of ESBC were collected through observation. Questionnaires were used to collect the general data to support the analysis. All the collected data were analyzed qualitatively.

D. Research Instruments

As quoted in the Book of Measurements in the Field of Education that Instruments play a very important role in determining the quality of a study, because the validity or validity of the data obtained will be largely determined by the quality of the instrument used, in addition to data collection procedures taken. This is easy to understand because the instrument serves to reveal the facts into data, so that if the instrument used has adequate quality in the sense of valid and reliable then the data obtained will be in accordance with facts or actual circumstances in the field. Medium if the quality of the instrument used is not good or have a low validity, then the data obtained is also not valid or not in accordance with the facts in the field.

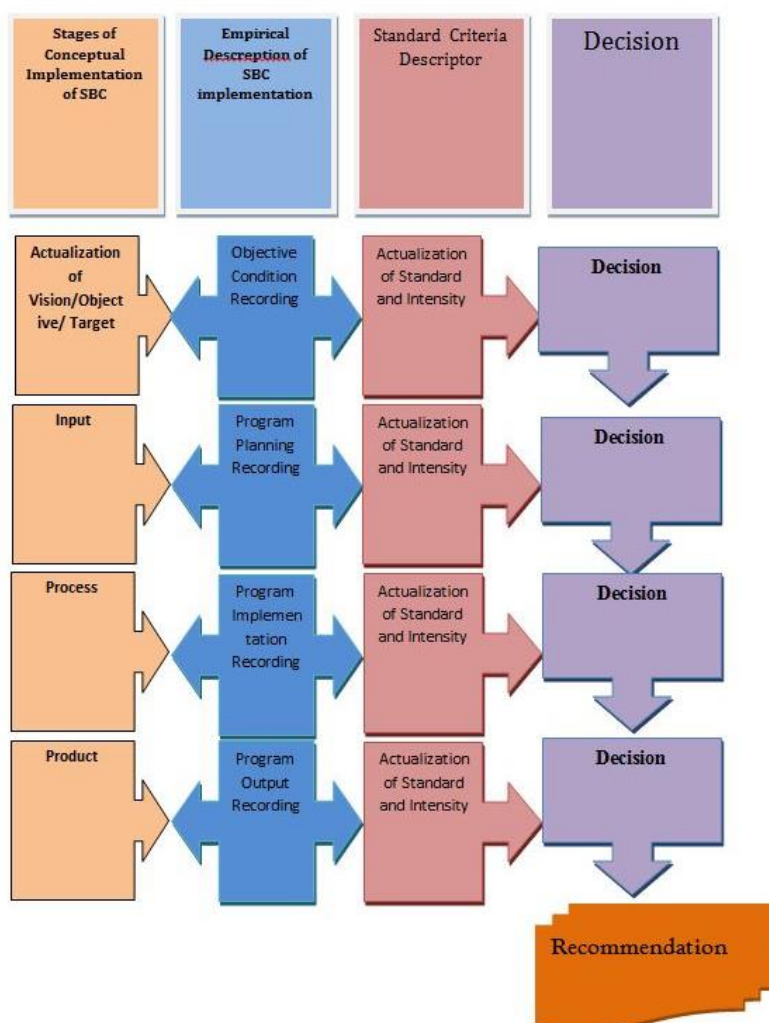
The making of the assessment instrument for the implementation of the School Based Curriculum in these two schools is prepared by referring to the National Standards Agency (BNSP) guidelines. As it is said that to collect data in a study, we can use the instruments that have been available and can also use self-made instruments. The instruments available are generally considered to be standard instruments for collecting data on certain variables.

E. Data Collection and Recording Procedures

Data collection procedure is done by participative observation approach (direct), questionnaire and interview; While data recording is done by documentation process written data. To obtain objective data, the researcher conducted direct observation to the location / school. of SMA Negeri 1 Manado and Catholic Senior High School Rexmundi Manado.

In addition to the above data collection techniques, triangulation techniques are also used to combine and compare data obtained from several other techniques to test the credibility of the data. Steps taken through triangulation techniques are collecting data, checking data and comparing

The Research Design of The Implementation of School Based Curriculum CIPP Model



E. Evaluation Instrument

1. Context Evaluation Instrument

The context instrument aims to analyze the program environment in terms of needs analysis. In this research, the context instrument consists of: First, document study that is the search of the official legal document for the organizer of Education Unit Level Curriculum in SMA Negeri 1 Manado and Catholic Senior High School Rexmundi Manado. Second, the open interview guide, which contains the outlines that will be asked according to the purpose. The third instrument is field observation with SWOT analysis model to see the strength, weakness, opportunity and threat factors in the school of KTSP organizer. Fourth, questionnaires, observations and interviews that evaluate the effectiveness of the implementation of basic elements Implementation of SBC programmed that includes vision, mission commitment and objectives and targets and the juridical foundation of the program and the plan / strategy of implementation and development of the medium and annual medium and

senior high school programs of Manado 1 and Catholic Senior High School Rexmundi Manado.

2. Input Evaluation Instruments

Input instruments consist of document analysis, questionnaires and interviews.

- a. Document analysis is tracing of new student recruitment documents including NEM and English Test. The documents are collected and analyzed in accordance with the predefined criteria.
- b. Questionnaires given to English teachers focus on issues of teacher competence, academic qualifications and teaching experience. Instruments indicators are as follows:
 - c. Minimum education qualification S1 for teacher, minimum S2 for Headmaster,
 - b) Teaching according to educational background,
 - c) Minimum five years teaching experience,
 - d) Have followed English learning strategy trainings And IT,
 - e) English proficiency and ability to use IT media.
- d. Questionnaire given to the Deputy Head of school curriculum (WAKAKUR) evaluating the effectiveness of curriculum implementation of School Based Curriculum that includes:
 - a) Content standard and graduate competency standard;Curriculum structure and English syllabus, Learning Implementation Plan (RPP).
- e. Questionnaires given to the Deputy Head of School are evaluating the effectiveness of the implementation of the availability of infrastructure facilities capacity which includes:
 - 1) the availability of English laboratory and ICT facilities in each classroom;f. Facilities that can be utilized by the students to develop their potential in academic and Non-Academic.

3. Process Evaluation Instruments

For the process instrument is a recording of the actual process consists of a list of teacher questionnaires and a list of student questionnaires that evaluate the planning of the English learning process that includes; Availability of syllabus, RPP, teaching materials as well as recording and questionnaire which includes the implementation of English learning activities and activities of students outside school related to the culture and potential of the region; The use of strategy methods and learning English as well as evaluation of English learning process.

4. Instrument Evaluation of output

Study documents; The evaluated product indicator is the result of English Final exam and National exam result.

F. Data Analysis Technique

Data analysis techniques used are data analysis with descriptive statistics presented in the form of tables and bar graphs. The type of data in this research is qualitative, therefore used data analysis technique with interactive model developed by Miles and Huberman while for quantitative data used percentage analysis which then presented in the form presented in frequency distribution table. Frequency distribution is the process of compiling a data so that it is easy to read and presented. The results of data analysis are then presented in the form of bar graph so it is easy to understand.

How to determine the percentage according to Nanang Martono ((2010: 36-37) is by the formula as follows:

$$\text{Percentage} = \frac{f}{N} \times 100$$

N

f is the frequency

N is the amount of data

Second, data analysis by comparing empirical data (existing data in the field) with predetermined criteria standard for each program component then reported in the description of the discussion as a result of the findings in the form of decisions of these decisions is given a recommendation. To test the credibility of the data, in the extension of the observation the researcher focuses on testing the data that has been obtained. This is done to see if the data has been obtained after checked back to the field is true or not, changed or not.

To test the validity of data used credibility test is by doing prolonged observation, increased perseverance in research, discussion with colleagues, and triangulation. Researchers hold repeated observations, more carefully and continuously to obtain data kredibilitas. The researcher will also triangulate data with triangulation type of source and triangulation of data collection technique. Researchers check the data that has been obtained with some sources of school principals / wakasek, teachers and students. Data from these three sources are described, categorized where the same, different and specific views of the three data sources are. To test the credibility of the data, the researchers used different techniques, namely: done with interviews then observation and after that questionnaire and documentation, as shown in the following figure:

Figure 1
Source Triangulation

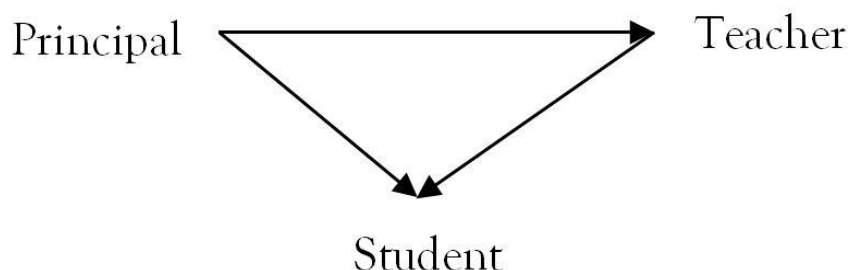
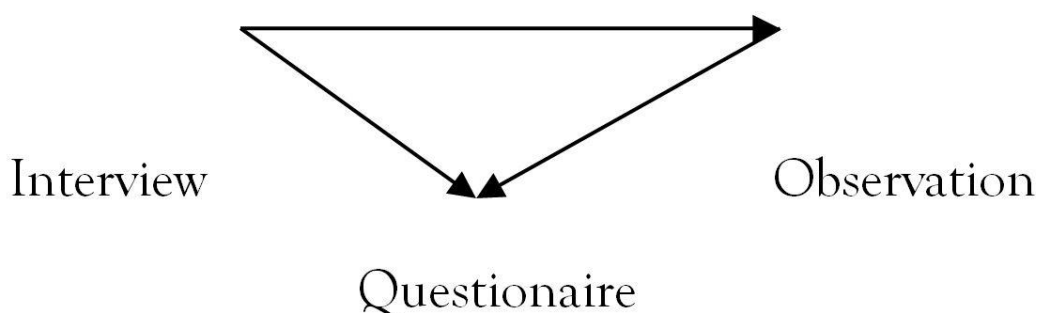


Figure 2
Technique triangulation



RESULTS

A. Evaluation of Context, Input, Process and Product of SMA Negeri 1 Manado's

1. Context Evaluation

Context evaluation includes Evaluation of the effectiveness of the implementation of basic elements of the implementation of SBC which includes; Support of program policies, vision and mission and the objectives and commitment of the program, program targets, plans / strategies for the implementation of SBC and needs analysis and feasibility study; Strengths and weaknesses, opportunities and threats of host schools.

Context evaluation aims to analyze the program environment related to needs analysis. In this research, the context instrument consists of: First, document study that is the examination of the formal legality document of the Provider of School Based Curriculum in SMA (Senior High School) Negeri 1 Manado Second, open interview guidelines, which contains the outlines that will be asked according to the

purpose. The third instrument is field observation with SWOT analysis model to see the strength, weakness, opportunity and threat factors in the school of SBC organizer. Fourth, questionnaires, observations and interviews that evaluate the effectiveness of the implementation of basic elements Implementation of SBC programmed that includes vision, mission commitment and objectives and targets and the juridical foundation of the program and the plan / strategy for implementation and development of the medium and annual medium and senior high school program 1.

The results obtained from SMA Negeri I Manado that this school has a SBC document complete with SK Organizing SBC there are PP and Permendiknas which become a reference in the preparation of SBC. Law No. 20 of 2003 on National Education System Article 38 paragraph 2 and article 51 paragraph 73. Government Regulation No. 19 of 2005 on National Education Standards Article 17 paragraph 2 and Article 49 paragraph 1, Ministerial Regulation No. 22 of 2006 on Content Standards, Regulations Minister of National Education Number 23 of 2006 on Graduate Competency Standards. Vision has depicted the desired future of the school. In accordance with the profile, environment, and learners

Parents and school personnel and the Mission has described the school's actions to achieve the vision, but does not provide its implementation performance targets. The mission is formulated in good and true Language. Curriculum SBC SMA Negeri 1 Manado has cover with logo, address, title, formulation of validation and signature from the head of department, principal, head of school commission. Formulation of educational unit objectives in accordance with the level of education and the stages of achieving the vision, mission and has been referring to the PP or Permendiknas.

B. Evaluation Input

The actual input evaluation includes evaluation of the effectiveness of the curriculum implementation; English learning syllabus, availability of English Learning Implementation Plan related to the needs of learners, condition of educator unit and culture and regional potency. In addition, the evaluation of the effectiveness of the availability of educators and educational personnel capacity include: the level of education of teachers / principals, teacher competence. The ability to facilitate information technology-based learning and communication of English proficiency and ability to use technology, communication and information media, and activities involving students can deal directly with the surrounding environment as well as the culture and potential of the region and evaluate the effectiveness of the availability of capacity capacity of infrastructure Include: Language Laboratory, the availability of ICT facilities in every classroom, room and facilities that support the development of professionalism of teachers, facilities that can enabled learners to develop their potential in the field of academic and non-academic.

The results obtained are SMA Negeri I Manado has SBC Curriculum which has cover with logo, address, title, formulation of validation and signature from the head of department, principal, head of school commission. Curriculum structures are

structured according to the school's needs (vision, mission, objectives) compiled by Content Standards.

So there are different types of local content that are used based on the needs of the school, so it is clear that character development is still lacking in local art, literature and culture.

There is a SBC package book, syllabus and RPP for all subjects including English. Teachers at SMA Negeri 1 have attended training and seminars on SBC and average S1 qualified. But in SMA Negeri I Manado Education calendar prepared berdasarkam school needs, learners but not many enter the needs of the region as well as potential areas

Description of time allocation for each subject, local content and self-development Each 2 hour lesson in addition. Local content does not reflect the development of competencies that are tailored to the regional characteristics. At this school the academic qualifications of educators have met the requirements with the average S1 amount of nearly 75% and S2 or Masters 20% are still the principal in SMA Negeri I Manado S3 status. Teachers teach in accordance with educational background. However, some teachers who have not attended training-training, especially English learning strategy and ICT training. The Infrastructure Facilities owned by SMA Negeri I Manado have not fully supported the success of SBC such as minimal Language Laboratory and Media and teaching system not yet IT-based. Facilities and Infrastructures owned by Rexmundi Catholic High Schools such as adequate Language Laboratory but media and teaching system not yet IT-based.

C. Evaluation Process

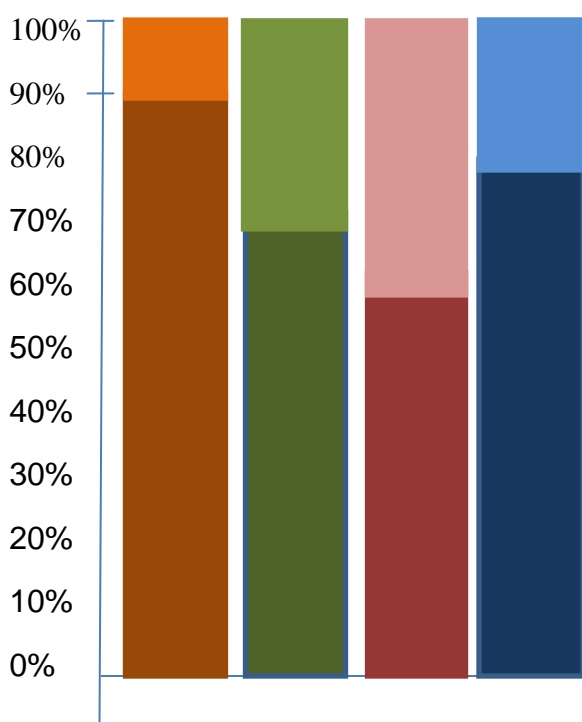
Evaluation of the effectiveness of the implementation of the learning process that includes; Teaching methods, Lesson Plan, Learning materials, assessment of English learning process. There is a suitability between KD and its components (indicators, materials, learning activities, media/ source, evaluation). However, in the teaching method, the language has not been much use of innovative methods and the learning materials have not covered local needs and have not included culture, literature and local potential. Teachers are still guided by textbooks that are given in schools that emphasize the needs and potential outside the region such as text reading that tells Tangkuban Perahu, Borobudur and Prambanan. Similarly English teaching still emphasizes on grammar that is taught to comprehend a reading not for oral language usage or not to communicate according to school environment and workmanship of exercise which only in form of writing with target of achievement pass national examination. Both SMA Negeri I Manado And Catholic High School Rexmundi difficulty level of questions in text reading still in the level of knowledge / knowing yet at the level of understanding, analysis and application. Teachers have not been able to develop teaching materials in accordance with the needs and potential of the region. Similarly, inadequate English textbooks have not yet been conducted in English language textbook development training which covers the needs of the labor market as

well as local culture and literature and English conversations or dialogue covering local culture and literature, the surrounding environment and local labor market needs. Teacher's teaching strategies that still do not reflect the criteria demanded in the Education Unit Level Curriculum; Such as teaching media that contains the potential, culture and regional literature, methods and techniques that still emphasize teachers centered rather than students centered in teaching and learning activities found lack of observation, analysis and application activities. The core of learning has not given students the opportunity to interact with the surrounding environment and society

D. Product Evaluation

The formulation of the learning steps already describes the activities and materials to be achieved New covers NEM and English Test. The documents are collected and analyzed in accordance with the predefined criteria. The evaluated product indicator is the result of English Final exam and National exam result. Results obtained from SMA Negeri I Manado is that). This school has an Appraisal System: There is a clear provision about rising and not upgrading After studying the results of the School Examination and the National Test of English Mapel obtained by students where the average score achieved by the students in the School Exam English Subject and the National Examination Eye Score English Lesson above Value 7.5

Increase in class, graduation and majors. Class Increase is held at the end of the school year in accordance with KKM.Kriteria Graduation done after completing all the learning programs and attended all the school and national exam. Penjurusan is based on the academic value of students and the results of psychological tests as considerations. The results of the four Context, Input, Procees and Product components can be clearly seen in the following Bar graph:



Context Input Process Product

Table 2 : The results of the context evaluation of SMA Negeri I Manado showed that the achievement of the assessment on the context variable reached 90% in the input variable 70%, 60% process variable and 80% product variable. In the context variable other than the assessment on the vision, mission, goals, targets and achievement strategy, documentation analysis is done.

E. Context Evaluation of Rexmundi Catholic Senior High School (SMA KAtolik Rexmundi)

In evaluating the context of the aspects evaluated are KTSP documents, support of program policies, vision and mission formulated as well as program objectives and commitments, program targets, KTSP implementation plans / strategies and needs analysis and feasibility studies; Strengths and weaknesses, opportunities and threats of host schools.

In this research, the context instrument consists of: First, document study that is the search for the formal legality document for organizing the Education Unit Level Curriculum in Catholic Senior High School Rexmundi Manado Second, an open interview guide, which contains outlines that will be asked according to the purpose. The third instrument is field observation with SWOT analysis model to see the strength, weakness, opportunity and threat factors in the school of KTSP organizer. Fourth, questionnaires, observations and interviews that evaluate the effectiveness of the implementation of basic elements Implementation of SBC programmed that includes vision, mission commitment and objectives and targets and the juridical foundation of the program and the plan / strategy of implementation and development of the middle and annual medium and high school programs of Catholic Senior High School Rexmundi Manado

The results obtained from the Catholic Senior High School Rexmundi Manado that this school has a KTSP document complete with SK Organizing KTSP, there are PP and Permendiknas which become a reference in the preparation of SBC. Law No. 20 of 2003 on National Education System Article 38 paragraph 2 and article 51 paragraph 73. Government Regulation No. 19 of 2005 on National Education Standards Article 17 paragraph 2 and Article 49 paragraph 1, Ministerial Regulation No. 22 of 2006 on Content Standards, Regulations Minister of National Education Number 23 of 2006 on Graduate Competency Standards. Vision has depicted the desired future of the school In accordance with the profile, the environment, learners and parents as well as school and mission personnel have described the school's actions / actions to achieve the vision, but did not provide its implementation performance targets. The mission is formulated in good and true Language. Curriculum KTSP Catholic High School Rexmundi Manado has a cover with the logo, goals, targets and achievement strategy, documentation analysis done.

Address, title, formulation of validation and signature from the head of service, principal, head of the school commission. Formulation of educational unit objectives

in accordance with the level of education and the stages of achieving the vision, mission and has been referring to the PP or Permendiknas.

F. Input Evaluation

At the Rexmundi Catholic Senior High School, the evaluation of the effectiveness of the curriculum implementation found that the curriculum of KTSP which has cover with logo, address, title, formulation of validation and signature from the head of department, head of school, head of school commission. Curriculum structures are structured according to the school's needs (vision, mission, objectives) compiled by Content Standards.

There is a description of time allocation for each subject, local content and self-development; There are counseling, scouting, OR, art, and buadaya services as well as MPR activities. Not exceeding 4 hours of lessons in addition. So there are different types of local content that are used based on the needs of the school, so it is clear that character development is still lacking in local art, literature and culture.

There is a KTSP package book, syllabus and RPP for all subjects including English. Teachers at Catholic Senior High School Rexmundi Manado have attended training and seminars on KTSP. But at the Catholic Senior High School Rexmundi Manado Education calendar is prepared based on the needs of schools, learners but not too much to enter the needs of the region and potential areas. The school has an English learning syllabus, learning materials, the availability of an English Learning Implementation Plan related to the needs of learners, but still not fully incorporating the culture and potential of the region. The educational calendar is based on the educational calendar issued by the education office and takes into account the educational calendar present in the Content Standards. The learning core is designed to focus on students but has not fully involved students in observation and analysis activities. Conclusion of learning contains conclusions, reflection or follow-up. In addition, the evaluation of the effectiveness of the availability of educators and educational personnel capacity include: the level of education of teachers / principals, teacher competence. There are school efforts To facilitate information and communication technology-based learning and English language proficiency and ability to use technology, communication and information media, and activities involving students can deal directly with the surrounding environment as well as local culture and potential but not maximized. There is availability of infrastructure capacity which includes: Language Laboratory, availability of ICT facilities in every classroom, room and facilities that support the development of teacher professionalism, facilities that can be utilized by learner to develop their potential in the field of academic and non academic.

Description of time allocation for each subject, local content and self-development Each 2 hour lesson in addition. Local content does not reflect the development of competencies that are tailored to the regional characteristics. At this school Academic qualifications of educators are eligible with an average S1 amount of

nearly 80% and S2 or Masters 20% s. Teachers teach in accordance with educational background. Already several teachers who participated in training-training, especially the strategy of learning English and ICT training. Facilities Infrastructure owned by Catholic Senior High School Rexmundi Manado 70% support the success of KTSP such as adequate Language Laboratory but Media and teaching system not yet fully IT-based.

G. Process Evaluation

At Catholic Senior High School Rexmundi Evaluation of the effectiveness of the implementation of the learning process that includes; Planning, execution, assessment of English learning process. There is a correspondence between the KD and its components (indicators, materials, learning activities, media / sources, evaluation). However, language teaching methods have not used much innovative methods and the learning materials have not yet covered local needs and have not included cultural, literary and regional potentials. Teachers are still guided by textbooks that are given in schools that emphasize the needs and potential outside the region such as text reading that tells Tangkuban Perahu, Borobudur and Prambanan. Similarly English teaching still emphasizes grammar which is taught to comprehend a reading not for oral language use or to communicate according to school environment And work on practice questions that are only in the form of writing with the target of achieving pass the national exam. Both SMA Negeri I Manado and Catholic High School Rexmundi difficulty level of questions in the text of reading is still in the level of knowledge / knowing not yet on the level of understanding, analysis and application. Teachers have not been able to develop teaching materials in accordance with the needs and potential of the region Similarly

Inadequate English textbooks have not yet been conducted in English language textbook development training which covers the needs of the labor market as well as local culture and literature and English conversations or dialogue covering local culture and literature, the surrounding environment and local labor market needs. Teacher's teaching strategies that still do not reflect the criteria demanded in the Education Unit Level Curriculum; Such as teaching media that contains the potential, culture and regional literature, methods and techniques that still emphasize active teachers rather than active students in teaching and learning activities found lack of observation, analysis and application activities. The lesson designed is not focused on students by involving students in activities Observation and analysis.

The core of learning has not also given students the opportunity to interact with the surrounding environment and society. The closing lesson should contain inference / reflection/ or follow-up (enrichment/ stabilization task), and the formulation of the learning steps already describes the activities and materials to be achieved.

H. Product Evaluation

Product Evaluation is an evaluation that can be obtained from the results achieved from the implementation of SBC seen in the results of the National

Examination and School Exam Mapel English. . Document analysis ie tracing of new student recruitment documents including NEM and English Test. The documents are collected and analyzed in accordance with the predefined criteria. The evaluated product indicator is the result of the English Final exam and the result of the national examination The product indicator evaluated is the result of the English Final exam and the result of the national examination.

The result of the Rexmundi Catholic High School is that both schools have an Appraisal System: There are clear provisions on rising and not upgrading After studying the results of the School Exam and the National Test of English Mapel obtained by students where the average score achieved by the students in the School Exam English Subject and the Value of the National Exam English Subject above Value 7.78

Increase in class, graduation and majors. Class Increase is held at the end of the school year in accordance with KKM.Kriteria Graduation done after completing all the learning programs andmengikuti all the school exams and national exam.Penjurusan based on the academic value of students and the results of psychological tests as considerations.

The results of the four Context, Input, Proses and Product components can be clearly seen in the following Bar graph:

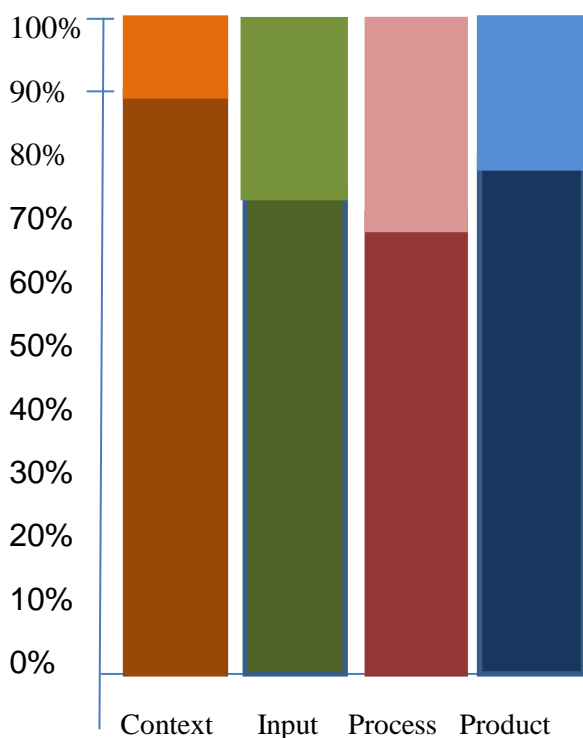


Table 3 :Result of evaluation of context of Catholic Senior High School of Rexmundi Manado shows that the achievement of assessment on context variable reaches 90% while in variable input 75%, 70% process variable and 80% product variable. In the context variable

other than the assessment on the vision, mission, goals, targets and achievement strategy, documentation analysis is done.

CONCLUSION

The implementation of SBC in the Indonesian education system is not just a change of curriculum, but it involves a fundamental change in the education system. It is found that there are teachers who have not understood the content of ESBC so that they are not fully able to implement SBC in this case in SBC teachers are asked to be designers who must be able to create an IT-based teaching and learning process by entering local content as well as creating material to be taught Incorporating local / local culture and literature so that students are able to understand the existence of culture and literature and meet the needs of the local market. Therefore, the implementation of SBC demands a paradigm shift in learning and schooling, because with the implementation of SBC not only leads to changes in teacher concepts, methods, and strategies in teaching, but also concerns the mindset, philosophy, commitment of teachers, schools, and education stakeholders. In SBC teachers are placed as facilitators and mediators who help to make the students' learning process work well. The main concern for students who study, not on the discipline or teachers who teach. The function of the facilitator or mediator is so meaningful: (1) providing a learning experience that enables students to be responsible for designing and processing; (2) provide or provide activities that stimulate students' curiosity and help them to express their ideas, provide the means that stimulate students to think productively (3) monitor, evaluate, and show whether students think the way or not.

It can be concluded that SMA Negeri 1 Manado and Catholic Senior High School Rexmundi in several criteria of curriculum execution, especially on Input Context Criteria, and Product has met the standard. Both schools already have completed SBC documents, vision, mission in line with school goals and targets. The number of teachers with S1 qualified meets the standards but the process criteria have not fully implemented the School Based Curriculum and are aware of its role as the designer and implementer of the School Based curriculum which should be able to create a learning process and learning materials that are global, national and local. It takes a long time to change the old paradigm and adapt it to a new role. School facilities have not fully supported the implementation of SBC.

1. The Ministry of Education and Culture shall conduct intensive supervision of the implementation of the SBC in the school.
2. Supporting infrastructure facilities for the implementation of SBC should be increased in number, especially Language Laboratory, English textbooks / student guides in the classroom and IT facilities
3. Materials and instructional media should include / describe the potential of regional, cultural and literary areas.

4. Teachers should also develop lesson material that can describe the potential, culture and literature of the region.
5. Observation, analysis and application activities shall be carried out to meet the needs of the labor market.
6. Assessment systems and assessment instruments should be developed.
7. Teachers should frequently attend English training to develop competence.
8. Graduate users should be able to foster cooperation with schools to be able to provide information on the structure of the curriculum in accordance with the needs of the market and can provide assistance facilities/ funds.

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APPENDICES

INSTRUMEN ANALISIS KURIKULUM SATUAN PENDIDIKAN

(KTSP)

Nama Pratikan (Kelompok/Sekolah):

No	Aspek Penilaian	Deskriptor	Skor	Komentar
1.	Cover/halaman judul	<ul style="list-style-type: none"> • Terdapat logo yang diperlukan dan sesuai dengan penempatannya • Terdapat judul yang tepat (Kurikulum ...) • Menulis alamat sekolah dengan lengkap 		
2.	Lembar pengesahan	<ul style="list-style-type: none"> • Mempunyai rumusan kalimat-kalimat pengesahan yang baik dan benar • Terdapat tanda tangan kepala sekolah sebagai pihak yang mensahkan beserta cap sekolah • Terdapat tanda tangan ketua komite sekolah sebagai pihak yang menyetujui • Terdapat tanda tangan kepala kantor Ka. Dinas Pendidikan/Departemen Agama kab/kota sebagai pihak yang mengetahui 		
3.	Daftar isi	<ul style="list-style-type: none"> • Mempunyai daftar isi sesuai dengan kerangka KTSP Dok. I yang terbaru • Penulisan daftar isi sesuai dengan aturan penulisan yang benar (Judul, Bab, Subbab, dst...) 		
4.	Bab I. Pendahuluan A. Latar Belakang	<ul style="list-style-type: none"> • Berisi dasar pemikiran penyusunan KTSP • Rumusan menggunakan bahasa yang baik dan benar 		

No	Aspek Penilaian	Deskriptor	Skor	Komentar
5.	B. Tujuan Peng. KTSP	<ul style="list-style-type: none"> • Terdapat tujuan yang menggambarkan untuk siapa KTSP ini disusun dan kegunaannya • Tujuan dirumuskan dengan bahasa yang baik dan benar 		
6.	C. Prinsip Peng. KTSP	<ul style="list-style-type: none"> • Minimal berisi prinsip yang terdapat dalam Panduan Peny. KTSP dari BSNP • Terdapat uraian dari setiap prinsip tersebut • Prinsip dan uraiannya menggunakan bahasa yang baik dan benar 		
7.	Bab II. Tujuan ... A. Tujuan Pendidikan Dasar	<ul style="list-style-type: none"> • Sesuai dengan rumusan tujuan pendidikan dasar yang terdapat dalam peraturan perundang-undangan 		
8.	B. Visi Sekolah/ Sekolah	<ul style="list-style-type: none"> • Berisi gambaran masa depan yang diinginkan sekolah • Sesuai dengan profil, lingkungan, peserta didik dan orang tua serta personil sekolah • Dirumuskan dengan bahasa yang baik dan benar 		
8.	B. Visi Sekolah/ Sekolah	<ul style="list-style-type: none"> • Berisi gambaran masa depan yang diinginkan sekolah • Sesuai dengan profil, lingkungan, peserta didik dan orang tua serta personil sekolah • Dirumuskan dengan bahasa yang baik dan benar 		
9.	C. Misi Sekolah/	<ul style="list-style-type: none"> • Merupakan rumusan yang menggambarkan aksi/tindakan 		

No	Aspek Penilaian	Deskriptor	Skor	Komentar
	Sekolah	<p>sekolah untuk mencapai visi</p> <ul style="list-style-type: none"> • Sesuai dengan tugas pokok sekolah dalam kelompok-kelompok yang berkepentingan di sekolah • Dirumuskan dengan bahasa yang baik dan benar 		
10.	D. Tujuan Sekolah/ Sekolah	<ul style="list-style-type: none"> • Terdapat tujuan sekolah yang menggambarkan tahapan/langkah untuk mencapai visi dan misi sekolah • Tujuan tersebut mempunyai waktu pencapaian (biasanya antara 3 s.d 5 tahun) • Dirumuskan dengan bahasa yang baik dan benar 		
11.	Bab III. Struktur ... A. Mata pelajaran	<ul style="list-style-type: none"> • Terdapat struktur kurikulum yang disusun berdasarkan kebutuhan sekolah (visi,misi,tujuan) yang disusun berdasarkan Standar Isi • Terdapat uraian alokasi waktu untuk setiap mata pelajaran, muatan lokal dan pengembangan diri • Tidak melebihi 4 jam pelajaran sebagai tambahan 		
12.	B. Muatan lokal	<ul style="list-style-type: none"> • Terdapat jenis-jenis muatan lokal yang digunakan beserta alasan penggunaan/pemilihannya • Sesuai dengan karakteristik dan potensi daerah/sekolah 		

No	Aspek Penilaian	Deskriptor	Skor	Komentar
13.	C. Peng. Diri	<ul style="list-style-type: none"> • Terdapat jenis-jenis pengembangan diri yang digunakan/dipilih beserta alasan pemilihannya • Pengembangan diri yang dipilih sesuai dengan karakteristik, potensi, minat dan bakat serta kondisi sekolah 		
14.	D. Beban belajar	<ul style="list-style-type: none"> • Terdapat beban belajar yang berisi jumlah beban belajar permata pelajaran, persemester, dan pertahun sesuai dengan struktur kurikulum 		
15.	E. Ketuntasan belajar	<ul style="list-style-type: none"> • Mempunyai tabel ketuntasan belajar untuk setiap mata pelajaran • Ketuntasan belajar yang dirumuskan diperkirakan sudah mempertimbangkan kemampuan rata-rata peserta didik, kompleksitas, dan SDM yang tersedia 		
16.	F. Kenaikan kelas dan kelulusan	<ul style="list-style-type: none"> • Merumuskan kriteria kenaikan kelas sesuai dengan kriteria yang diatur direktorat pembinaan terkait • Merumuskan kriteria kelulusan sesuai dengan peraturan perundang-undangan yang berlaku • Terdapat strategi penanganan siswa yang tidak naik kelas dan atau tidak lulus 		
17.	G. Pend. Kecakapan hidup	<ul style="list-style-type: none"> • Terdapat kompetensi-kompetensi yang berisi pendidikan kecakapan hidup yang dapat diintegrasikan ke mata pelajaran yang ada 		

No	Aspek Penilaian	Deskriptor	Skor	Komentar
18.	H. Pend. berbasis keunggulan lokal dan global	<ul style="list-style-type: none"> Terdapat kompetensi-kompetensi yang merupakan keunggulan lokal dan daya saing global (yang materinya tidak bisa masuk ke mata pelajaran yang ada) 		
19.	Kalender pendidikan	<ul style="list-style-type: none"> Terdapat kalender pendidikan yang disusun berdasarkan kalender pendidikan yang dikeluarkan oleh dinas pendidikan dan memperhatikan kalender pendidikan yang ada di Standar Isi Kalender pendidikan tersebut disusun berdasarkan kebutuhan dan karakteristik sekolah, serta peserta didik dan masyarakat. 		

Catatan Kelebihan/Kekurangan

Kriteria Analisis

Setiap munculnya deskriptor secara sempurna mendapat skor 2

Deskriptor yang muncul, namun kurang sempurna mendapat skor 1 dan tidak munculnya deskriptor mendapat skor 0.

Skor maksimal $31 \times 2 = 62$

Nilai = $\frac{\text{skor perolehan}}{62} \times 100 =$

62

.....,

Pengamat,

.....

INSTRUMEN ANALISIS SILABUS

NamaPratikan(Kelompok/Guru/Mata Pelajaran):

No	Aspek Penilaian	Deskriptor	Skor	Komentar
1.	Ketepatan dan keajegan SK/KD	<ul style="list-style-type: none"> • Rumusan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) sesuai dengan standar Isi • Jika terjadi perubahan urutan, maka sesuai dengan hierarki konsep disiplin ilmu atau tingkat kesulitan materi • Ada kesesuaian antara KD dengan komponen-komponennya (indikator, materi, kegiatan belajar, media/sumber, evaluasi) 		
2.	Keakuratan Materi Pembelajaran	<ul style="list-style-type: none"> • Materi pembelajaran benar secara teoritis • Materi pembelajaran mendukung pencapaian KD (Selaras dengan KD) • Sesuai dengan tingkat perkembangan dan bermanfaat bagi peserta didik 		
3.	Kegiatan Pembelajaran	<ul style="list-style-type: none"> • Kegiatan pembelajaran memuat aktivitas belajar yang berpusat pada siswa/belajar aktif • Tahapan kegiatan pembelajaran mendukung tercapainya KD • Kegiatan pembelajaran memberikan kesempatan kepada siswa untuk mengembangkan kecakapan hidup (personal, sosial) • Sesuai dengan pengalaman belajar yang dikembangkan dalam kegiatan 		

No	Aspek Penilaian	Deskriptor	Skor	Komentar
		pembelajaran		
4.	Indikator	<ul style="list-style-type: none"> • Rumusan indikator berisi jabaran perilaku untuk mengukur tercapainya KD • Rumusan indikator berupa kata kerja operasional yang dapat diukur dan diobservasi • Terdiri dari beberapa rumusan indikator (minimal 2 indikator) untuk setiap KD • Tingkat kata kerja lebih rendah atau minimal sama dengan KD 		
5.	Penilaian	<ul style="list-style-type: none"> • Alat penilaian sesuai dan mencakup seluruh indikator • Wujud/contoh alat penilaian jelas dan sesuai dengan indikator 		
6.	Alokasi Waktu	<ul style="list-style-type: none"> • Alokasi waktu sesuai dengan cakupan kompetensi • Alokasi waktu sesuai dengan program semester yang telah disusun 		
7.	Sumber Belajar	<ul style="list-style-type: none"> • Sumber belajar sesuai untuk mendukung tercapainya KD • Sumber belajar bervariasi 		

Catatan Kelebihan/Kekurangan

Kriteria Penilaian

Setiap munculnya deskriptor secara sempurna mendapat skor 2

Deskriptor yang muncul, namun kurang sempurna mendapat skor 1 dan tidak munculnya deskriptor mendapat skor 0.

Skor maksimal $20 \times 2 = 40$

Nilai = $\frac{\text{Skor perolehan}}{40} \times 100$

.....,

Pengamat

.....

INSTRUMEN ANALISIS RPP

Nama Pratikan (Individual/Kelompok/Mata Pelajaran):

No	Aspek Penilaian	Deskriptor	Skor	Komentar
1.	Kesesuaian SK, KD, indikator, dan alokasi waktu	<ul style="list-style-type: none"> Rumusan standar kompetensi (SK) dan KD sesuai dengan standar Isi Rumusan indikator berisi perilaku untuk mengukur tercapainya KD dan alokasi waktu sesuai dengan cakupan kompetensi dan alokasi yang tersedia di dalam silabus Rumusan indikator berupa kata kerja operasional yang dapat diukur dan atau diobservasi dan sesuai dengan indikator yang ada di silabus 		
2.	Tujuan Pembelajaran	<ul style="list-style-type: none"> Rumusan tujuan pembelajaran selaras dengan KD Rumusan tujuan pembelajaran merupakan rincian/lebih spesifik dari KD 		
3.	Pengembangan materi dan bahan ajar	<ul style="list-style-type: none"> Materi pembelajaran benar secara teoritis Materi pembelajaran mendukung pencapaian KD (Selaras dengan KD) Materi pembelajaran dijabarkan dalam bahan ajar secara memadai dan kontekstual 		
4.	Metode Pembelajaran	<ul style="list-style-type: none"> Metode pembelajaran bervariasi Tiap-tiap metode yang dicantumkan benar-benar tercermin dalam langkah-langkah pembelajaran 		

5.	Langkah-langkah Pembelajaran	<ul style="list-style-type: none"> • Pendahuluan berisi pengaitan kompetensi yang akan dibelajarkan dengan konteks kehidupan siswa atau kompetensi sebelumnya. • Kegiatan inti dituliskan secara rinci untuk menjabarkan tahapan pencapaian KD disertai alokasi waktu • Inti pembelajaran yang dirancang berfokus pada siswa • Inti pembelajaran memberi kesempatan siswa bekerja sama dengan teman atau berinteraksi dengan lingkungan/masyarakat sekitar • Penutup pembelajaran berisi penyimpulan/ refleksi/ atau tindak lanjut (tugas pengayaan/ pemantapan) • Rumusan langkah-langkah pembelajaran menggambarkan kegiatan dan materi yang akan dicapai. 		
6.	Sumber Belajar	<ul style="list-style-type: none"> • Sumber belajar sesuai untuk mendukung tercapainya KD • Sumber belajar bervariasi 		
7.	Penilaian	<ul style="list-style-type: none"> • Alat penilaian sesuai dan mencakup seluruh indikator • Rubrik/pedoman penyekoran/kunci jawaban dicantumkan secara jelas dan tepat 		

Catatan Kelebihan/Kekurangan

Kriteria Penilaian

Setiap munculnya deskriptor secara sempurna mendapat skor 2

Deskriptor yang muncul, namun kurang sempurna mendapat skor 1 dan tidak munculnya deskriptor mendapat skor 0.

Skor maksimal $20 \times 2 = 40$

Nilai = $\frac{\text{Skor perolehan}}{40} \times 100$

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Pengamat

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Telkom University Students' Perceptive Skills and Their English Speaking Abilities: Making Connections

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Abstract: Nowadays, the competence of graduates from universities is very crucial in order to be able to compete globally. Moreover, the ASEAN Economic Community has already started; therefore, the English language competence is highly required. Currently, TOEFL score is still one of the requirements for students to be able to apply for the mini thesis defense. However, the most important thing for the industry is the students' communication or speaking skills to express their opinions. One of the strategies applied at Telkom University is to map the English proficiency of new students and to perform the treatment that the students need based on the results of the mapping. However, there is a hypothesis that TOEFL score is not correlated with the students' speaking ability or vice versa. Therefore, the purpose of this research is to analyze the relationship between the TOEFL score and the English speaking ability at Telkom University, Bandung. The type of this research is causal research through quantitative approach and the respondents are all students of Telkom University in the year of 2014 and 2015. The research model consists of the variables of the TOEFL result and the variables of the English speaking ability. From the results, it is concluded that the higher the TOEFL score, the higher the students' speaking ability, which shows that the effort done by Telkom University to conduct only one type of test, namely speaking test, is appropriate to assess the students' English proficiency.

Key words: TOEFL Score, English Speaking Ability, Speaking Test

Abstrak: Kompetensi lulusan dari Perguruan Tinggi saat ini sangat penting agar dapat bersaing secara global. Apalagi saat ini Masyarakat Ekonomi Asean sudah dimulai, maka kompetensi bahasa Inggris sangat dibutuhkan. Saat ini nilai TOEFL masih menjadi salah satu persyaratan bagi mahasiswa untuk dapat mengikuti sidang akhir. Namun, yang terpenting bagi industri adalah kemampuan komunikasi atau kemampuan berbicara dalam menyampaikan pendapatnya. Salah satu strategi yang digunakan oleh Universitas Telkom adalah melakukan pemetaan kemampuan Bahasa Inggris mahasiswa baru dan melakukan treatment yang dibutuhkan oleh mahasiswa tersebut berdasarkan hasil mapping tersebut. Namun, ada hipotesis bahwa skor TOEFL tidak

berkorelasi dengan kemampuan berbicara mahasiswa ataupun sebaliknya. Oleh karena itu, tujuan penelitian ini adalah untuk menganalisis hubungan antara hasil TOEFL dengan kemampuan berbicara Bahasa Inggris di Universitas Telkom Bandung. Jenis penelitian yang digunakan adalah penelitian kausal melalui pendekatan kuantitatif dengan mengambil responden seluruh mahasiswa Universitas Telkom angkatan 2014 dan 2015. Model penelitian yang terdiri dari variabel hasil TOEFL dan variabel kemampuan berbicara bahasa Inggris. Dari hasil penelitian ini, dapat disimpulkan bahwa semakin tinggi skor TOEFL nya, maka akan semakin tinggi pula kemampuan berbicara mahasiswa. Hal ini menunjukkan bahwa upaya yang dilakukan oleh Telkom University untuk hanya melaksanakan satu jenis tes saja yaitu tes bicara sudah cukup tepat untuk dapat menilai kecakapan bahasa Inggris mahasiswa.

Kata kunci : Nilai TOEFL, Kemampuan Berbicara Bahasa Inggris, Tes Bicara

INTRODUCTION

Language is an important part of human social life. Men interact with each other using language, whether it is an oral, written or sign language. Language also represents one's self-image.

Sumarsono and Partana (2002) affirm that language is often considered as a social or cultural product that is the forum of social aspiration, activity, people's behavior, and disclosure of culture, including the technology created by a language user community. Language can also be regarded as "the mirror of the time", which means that the language within some period of time signifies what was happening in the community.

As one part of the culture, language plays a vital role in communication among the nations. In the framework of cross culture, English that is used as an international language becomes unique because each nation has a different cultural background that naturally affects the dialect and pronunciation as well as the grammar.

English usage, both in spoken and written, is more difficult for Indonesian people considering English as a foreign language than for other nationals considering it as a second language. English grammar and pronunciation that are completely different from Indonesian language and the history of how English language entered Indonesia are the obstacles in mastering it.

In the education world, English receives similar treatment to Indonesian in the educational curriculum. The English subject is taught from preschool to higher education. Telkom University, an amalgamation of 4 (four) institutions, namely: IT Telkom (Institute of Technology Telkom), IM Telkom (Institute of Management Telkom), Politeknik Telkom (Polytechnic Telkom), and STISI Telkom (Telkom School of Arts) requires students to be able to use English as a means of communication both in spoken and written.

One of one's proficiency measurements in mastering English is Test of English as a Foreign Language (TOEFL), which is a method of English language testing for the countries using English as a foreign language. Language Center is a unit at Telkom University authorized to conduct English trainings equivalent to TOEFL called English Proficiency Test (EPrT) and English Communicative Competence Test (ECCT) to measure the English language proficiency of students and lecturers.

EPrT at Telkom University is conducted regularly. The mapping of the English language skills of new students is performed in every new academic year. In the TOEFL results, there is a fairly interesting phenomenon to be investigated. The writers found diversity in students' TOEFL scores. Some students with high English speaking skills got low scores of EPrT, but some others got high scores.

The writers have illustrated the testing method in the previous paragraph including the aspects of English System (grammar, vocabulary, and phonetics) and English skills (speaking, listening, reading, and writing). This research is expected to discover whether there is a relationship between the TOEFL score and the English speaking ability.

Based on the phenomenon above, the research questions to be raised in this research are as follows:

1. What is the average TOEFL score of Telkom University students in the year of 2014 and 2015?
2. How high is the English speaking ability of Telkom University students in the year of 2014 and 2015?
3. How is the relationship between the TOEFL score and the English speaking ability of Telkom University students in the year of 2014 and 2015?

LITERATURE REVIEW

Heaton (1988) asserts that speaking competence is the ability to communicate ideas accurately. In other words, speaking competence is the ability to speak appropriately and effectively in real communication situations in order to convey ideas to the listeners.

Communication is a process between speaker and listener involving speaking skill and receiving skill of the communication content. Harmer (1991) argues that when two people are talking to each other, he believes that they are conducting communication activity. In a speaking activity, there are three elements involved, namely: pronunciation, vocabulary, as well as accuracy and fluency.

1) Pronunciation

McKeenhill (1997) describes that pronunciation is an action or a way to pronounce, articulate speech. Pronunciation cannot be separated from intonation

and stress. Pronunciation, intonation, and stress can be studied by imitating and repetition.

2) Vocabulary

McKeenhill (1997) says that vocabulary is a list of words or phrases that are usually arranged and explained alphabetically. In the process of talking there is a collection of words or phrases that are arranged to form meaning and idea so that the speaker's idea is conveyed completely to the listener.

3) Accuracy and Fluency

Hornby (1982) states that accuracy is a condition that is true, accurate, and without error, that is particularly as the result of a careful effort. Accurate and fluent English utterances can be acquired by habituation so that the mutual understanding of communication materials can be obtained between the speaker and listener.

TOEFL is a way of testing the English mastery for a speaker using English not as a mother tongue. According to Sharpe (2005), there are 3 (three) types of TOEFL format used nowadays.

1) Paper-Based TOEFL

The format of paper-based TOEFL, usually called PBT, is a test using pencil and paper. The test has a dual use. One use is for college or university that wants to test the English speaking ability of students, and the test is only valid at the college or university. The other one is to substitute the Official Computer-Based TOEFL if the TOEFL format cannot be held in the region. PBT consists of three parts, namely: listening, grammar comprehension, and reading. PBT also examines the written test or the Test of Written English (TWR). The total scores of PBT have the scale of 310-677.

2) Computer-Based TOEFL

Computer-Based TOEFL (CBT) is a test using a computer. It is also called the Official TOEFL, comprising four parts, namely: listening, structure, writing, and reading. The format of the test is an adaptive test, meaning that each test participant does not answer such questions. The total scores are the scale of 0-300.

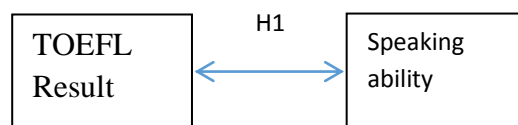
3) Next Generation TOEFL

The next generation TOEFL is the computer-assisted test (a test using computer assistance). The test format consists of four parts—listening, speaking, reading, and writing. The total scores range from the scale 1 to 100.

The literature review section is the place where you talk about the state of the art in detail. You should tell readers the kinds of research, journal articles and books you have been reading to help you decide on why you have decided to do a research

or deal with an issue, which you consider interesting to write for this manuscript. Usually this is the portion where many references and citations are seen.

Research Paradigm



2Research Hypothesis

Based on the literature review above, this research is using the following hypothesis:

H1: there is a relationship between the TOEFL score and speaking ability

METHODOLOGY

This research is conducted at Telkom University. It applies a correlation method explaining how much influence of the English speaking ability on the TOEFL score is. The approach used is the descriptive quantitative approach. The population of the research is the students of Telkom University of the year of 2015. The variables of the research are those of the TOEFL score (x) and the English speaking ability (y).

Definitions of Operational Variables

1) TOEFL Score (x)

The indicators of the TOEFL scores consist of listening comprehension, structure and written expression, as well as reading.

2) English speaking ability (y) is the ability to speak appropriately and effectively in the situation of real communication in order to convey ideas to the listener. There are six elements of English speaking; they are: pronunciation, vocabulary, accuracy, flow and speech, construction of idea, and task completion.

1. Research Instrument

The instruments of collecting data applied in this research are as follows:

- 1) The EPrT scores of Telkom University students in the year of 2015.
- 2) Questionnaire that is the technique of collecting data by using a set of questions to be filled in by respondent.

- 3) Interview that is a technique of collecting data by asking and answering questions. In this case, an interviewer is using the guidelines of interviewing and scoring scale published by the Language Center of Telkom University.

2. Technique of Collecting Data

The data of English speaking ability is obtained by taking the formatted interview. Respondents in turn - they enter the interview room and introduce themselves (self-introduction). This is done to create calm and pleasant atmosphere. Furthermore, a respondent answers the questions about his childhood or his last educational background. He answers questions on the family or learning the English language or transportation or questions that are quite familiar for him. Then, an interviewer provides scores in accordance to the guideline criteria of speaking test assessment.

The data of TOEFL scores is obtained by testing out a set of the TOEFL questions comprising three parts. The first one is listening comprehension that tests listening ability with the composition of 50 questions. The duration of the questions takes 55 minutes. In giving the judgment, the writers correct each part of TOEFL and input the total scores of the correct answers belonging to each respondent into MS Excel sheet and then the converter adds up in to the overall score.

$$R = \frac{N \sum xy - \sum x - \sum y}{\sqrt{n x^2 - (\sum x)^2 \cdot n y^2 - (\sum y)^2}}$$

3. Technique of Analyzing Data

To determine the relationship of the x variable (TOEFL score) with the y variable (Speaking ability), the analysis of the coefficient correlation is utilized.

Before analyzing the data, the writers process the data from each variable. To measure the TOEFL ability, they apply the format of the Paper-Based TOEFL as presented in the table below:

Table 3.1
Range of TOEFL Score

Range of correct numbers	Score converter of part 1	Score converter of part 2	Score converter of part 3
48-50	65-68		65-67
45-50	60-63		61-64
42-44	57-59		59-60
39-41	55-56		56-58
36-38	53-54	62-68	55-56
33-35	51-52	58-61	53-54
30-32	49-50	55-57	51-52
27-29	48-49	52-54	49-51
24-26	46-47	49-51	48-49
21-23	44-45	46-48	45-47

18-20	42-44	44-45	42-44
15-17	39-41	41-43	38-41
12-14	35-38	38-40	31-36
9-11	32-33	34-37	31
0-8	31	31-32	31

The variables of English speaking ability are measured by the guideline scale of the speaking test assessment that is relevant with the following table:

Table 3.2
ECCT Scoring System

SCORE	PRONUNCIATION	VOCABULARY USE (V)	GRAMMER ACCURACY (GA)	FLOW OF SPEECH (FS)	CONSTRUCTION OF IDEA (CI)	TASK COMPLETION (TC)
2	<ul style="list-style-type: none"> systematic defects and repeated errors in pronunciation, causing some difficulties in understanding. Favorite -> 'paporit' Student -> 'stadent' strong L1 accent 	<ul style="list-style-type: none"> Not enough vocabulary to deal with ideas and opinion. Has vocabulary only sufficient to express him/herself in informal situations. Users few L1 (1-2 words), but correcting him/her self. 	<ul style="list-style-type: none"> little attempts to use complex structures. requent basic errors (i gone), singular-plural forms (two child), active-passive voice (the book read by me), misplaced word order (box blue), missing verb (i school) that may obscure meaning. 	<ul style="list-style-type: none"> requent noticeable pauses or hesitations. low speech, listeners need to be patient. as difficulty in developing interaction, especially during role play. lways wait for the initiation from the interviewer to respond during role play. 	<ul style="list-style-type: none"> ontribution s are sometimes inappropriate or inadequate. ometimes show effective use of transition signals to connect between one idea with another. ome ideas presented are difficult to follow. 	<ul style="list-style-type: none"> nly partial, limited success in dealing with task. needs assistances (1-2 clues) to complete the task.
1	<ul style="list-style-type: none"> ery difficult to follow the pronunciation, owing to serious defects in pronunciation 	<ul style="list-style-type: none"> ocabulary not sufficient to express him/herself, even in informal situations. ses L1 more than 2 times/words. 	<ul style="list-style-type: none"> o attempt to use complex structures. se elementary structure with frequent basic errors that affect intended meaning. 	<ul style="list-style-type: none"> ery disjointed speech. oo many fillers when responses. ne or more complete breakdown. 	<ul style="list-style-type: none"> neffective use of transition signals to connect between one ideas with another. ost ideas presented are difficult to follow 	<ul style="list-style-type: none"> ery in adequate attempts at task, or not completed the task. needs repeated assistance.
0	<ul style="list-style-type: none"> Did not attempt to make any responses in English 					

ECCT Score	Interpretations
3.67-4.00	<ol style="list-style-type: none"> 1. Advanced Level 2. Has a very high proficiency level. (Prediction of EprT score is ≥ 500) 3. Rare errors in pronunciations, uses wide range of vocabulary with complex structure. 4. Responses are always appropriate, effective, and coherent with natural and comfortable flow of speech. 5. Can maintain very long conversations, make initiatives, and ready to be involved in a wide variety of topics involving ideas and opinions in informal and formal situations.
3.00-3.50	<ol style="list-style-type: none"> 1. Low-Advanced Level 2. Has a high proficiency level. (Prediction of EprT score is 450-500) 3. Few errors in pronunciation, uses sufficient range of vocabulary with some attempts of using complex structures. 4. Responses are appropriate, effective, and coherent with some pauses and fillers, but did not interfere with the flow of speech. 5. Can maintain long conversation, sometimes make initiatives, and seem ready to be involved in variety of topics involving ideas and opinions in informal and formal situations.
2.67-3.00	<ol style="list-style-type: none"> 1. Intermediate Level. 2. Has adequate proficiency level. (Prediction of EprT score is 427-447) 3. Some errors in pronunciation, uses sufficient range of vocabulary with little attempt of using complex structures. 4. Some responses are appropriate, effective, and coherent with some pauses and fillers, which sometimes interfere with the flow of speech. 5. Can maintain long conversation, sometimes make initiatives, but must be pushed to be ready to be involved in variety of topics involving ideas and opinions in informal situations.
2.00-2.50	<ol style="list-style-type: none"> 1. Low Intermediate Level 2. Has marginal proficiency level. (Prediction of EprT score is 400-423) 3. Some errors in pronunciation, still lack of vocabulary with little attempts of using complex structures. 4. Some responses are appropriate, effective, and coherent with some pauses and fillers, which most of the time interfere with the flow of speech. 5. Can maintain short conversations, but did not make initiatives, and must be pushed to be ready to be involved in variety of topics involving ideas and opinions in informal situations.
1.00-1.83	<ol style="list-style-type: none"> 1. Elementary Level. 2. Has low proficiency level. (Prediction of EprT score is ≤ 400). 3. Many errors in pronunciation, lack of vocabulary with no attempt of using complex structures. 4. Most responses are inappropriate, ineffective, and uncoherent, too many pauses or fillers which interfere with the flow of speech. 5. Can maintain short conversations, but needs many helps.
0.00	<ol style="list-style-type: none"> 1. Did not attempt to make any responses in English

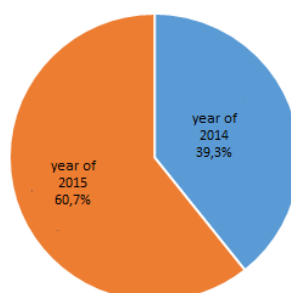
RESULTS

In the research, the sample used is as many as 1035 new students of Telkom University, majoring in ICT Business, consisting of 407 students (39.3%) from the year of 2014 and 628 (60.7%) from the year of 2015.

Table 1
Research Sample Based on Year

Year	Frequency	Percentage
2014	407	39.3%
2015	628	60.7%
Total	1035	100%

Figure 1
Distribution of Research Sample Based on Year



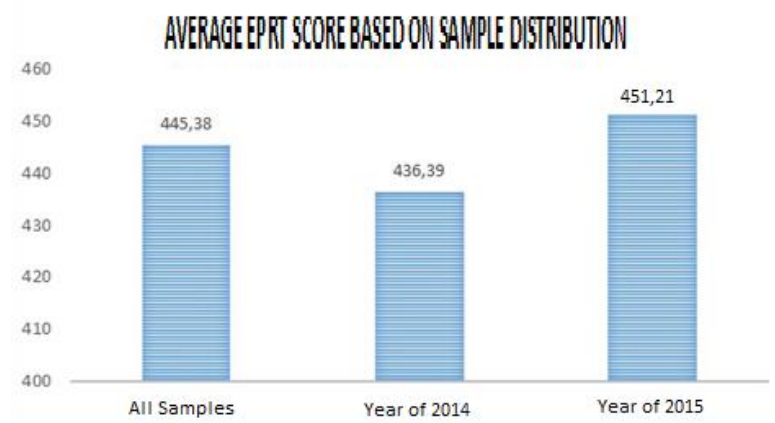
A. Overview of TOEFL Score of Telkom University Students

The following is the overview of EPrT scores from the students of the year of 2014, 2015, and the overall students

Table 2
Descriptive Statistic of TOEFL Variables (EPrT Score)

	EPrT Score		
	2014 + 2015	Year of 2014	Year of 2015
N	1035	407	628
Average	445.38	436.39	451.21
Standard Deviation	54.07	52.99	54.00
Minimum value	313	317	313
Maximum value	583	580	583
Range	270	263	270

Figure 2
Average Comparison of EPrT Score



The results of EPrT test conducted to the new students in 2014 and 2015 as a whole, it is obtained the average of EPrT score that is 445.38 with the standard deviation of 54.07. The lowest score is 313 and the highest is 583, so it results in the range of 270.

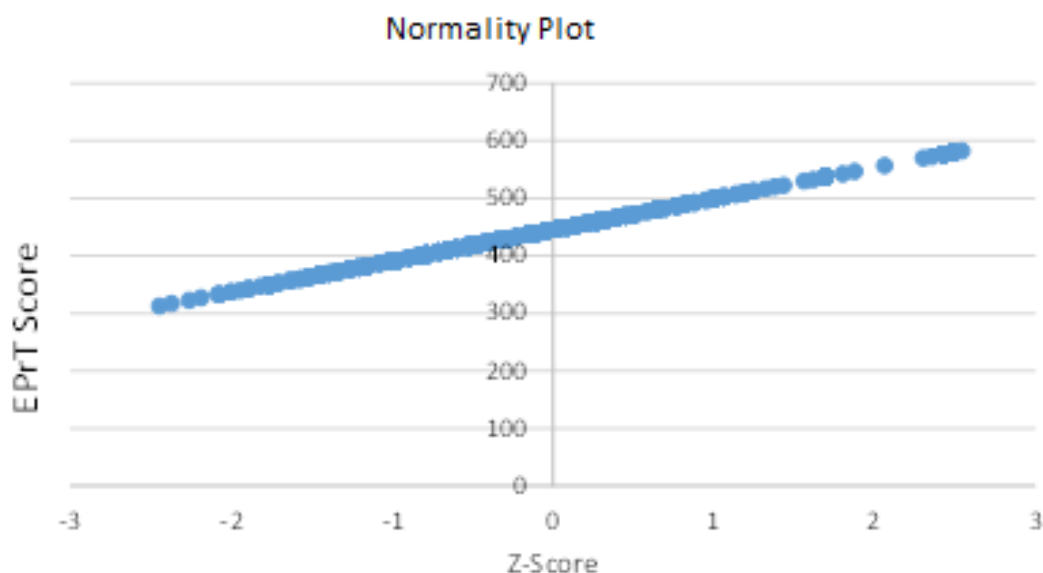
In the new students of 2014, that is 407 students, it is obtained the average of EPrT score at 436.39 with the standard deviation of 52.99. The lowest achievement is 317 and the highest is 580, resulting in the range of 263.

In the new students of the year of 2015, that is 628, it is obtained the average of EPrT score at 451.21 with the standard deviation of 54.00. The lowest score achieved is 313 and the highest is 583, it results in the range of 263.

From the overview, it is found out that in the year of 2015 the average of EPrT score (451.21) tends to be higher than the year of 2014 (436.39), as well as the distribution of scores in 2015 is more varied than 2014, it is seen from the standard deviation that is higher (54.00) and the range between the lowest and highest data is longer (270) compared with the year of 2014.

According to Central Limit Theorem, the sample size of more than 30 data distributions approaches a normal distribution (Berenson, 2012: 265). Similarly, the sample of the research is 407 students for the year of 2014, 628 for 2015 and the total are 1035, and then it is assumed to have the normal distributional data. From another approach, the identification of normal distribution can be ascertained from the identification of outlier (extreme data), whereby a data is said to be an outlier that would lead the data not to be normal distribution if a Z-score that is obtained is less than -3.00 or more than 3.00 (Berenson, 2012: 107). From the test results of Z-score to the EPrT data, there is no outlier in the data so the data is expressed in normal distribution. Lastly, from the approach of plotting graph between EPrT scores and its Z-score, if the dots produce a straight line, the data is expressed in the normal distribution. The following is the Normality Plot obtained by using MS Excel.

Figure 3
Normality Plot of EPrT Variable



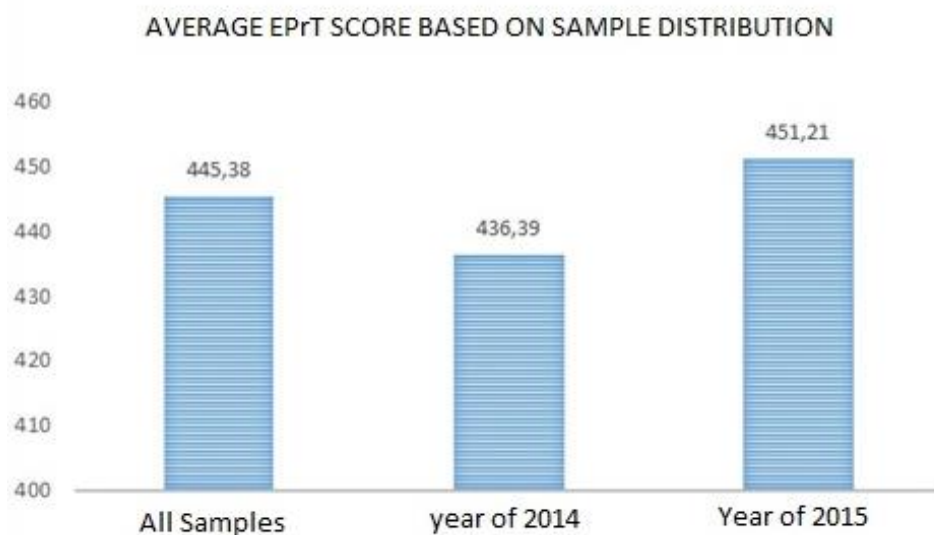
B. Overview of English Speaking Proficiency of Telkom University Students

The following is the overview of ECCT scores from the students of the year of 2014, 2015, and the overall students.

Table 3
Descriptive Statistic of the Variable of English Speaking Ability (ECCT Score)

	ECCT Score		
	2014 + 2015	Year of 2014	Year of 2015
N	1035	407	628
Average	2.74	2.61	2.82
Standard deviation	0.76	0.79	0.73
Minimum value	0.50	0.67	0.50
Maximum value	4.00	4.00	4.00
Range	3.50	3.33	3.50

Figure 4
Average Score Comparison of ECCT Score



From the results of ECCT test conducted to the new students in the year of 2014 and 2015 as a whole, it is obtained the average of ECCT scores, i.e. 2.74 with the standard deviation of 0.76. The lowest ECCT score achieved is 0.50 and the highest is 4.00, so the range is 3.50.

In the new students of the year of 2014 that amount to 407, it is obtained the average of ECCT scores that is 2.61 with the standard deviation of 0.79. The lowest ECCT score achieved is 0.67 and the highest is 4.00, so the range is 3.33.

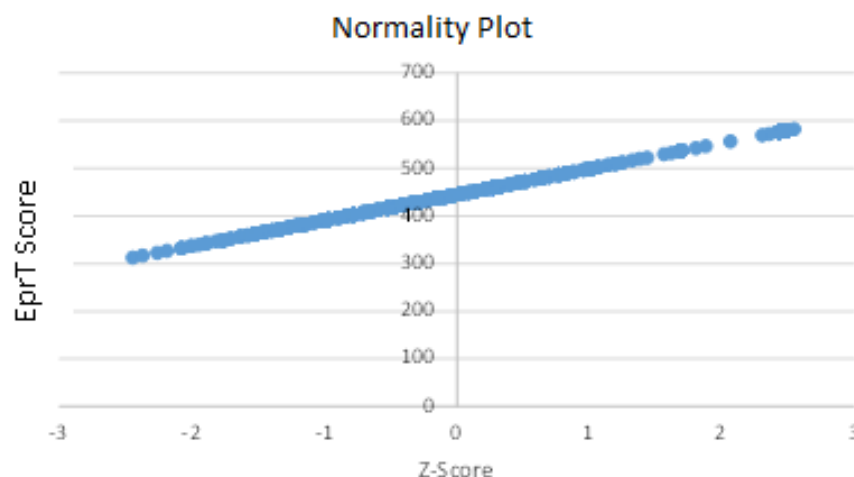
In the new students of the year of 2015 that amount to 407, it is obtained the average of ECCT scores that is 2.82 with the standard deviation of 0.73. The lowest ECCT score achieved is 0.50 and the highest is 4.00, so the range is 3.50.

From the overview, it appears that in the year of 2015 the average of ECCT score (2.82) has the tendency to be higher than the year of 2014 (2.61), but the distribution of the scores in the year of 2014 is more varied than in the year of 2015, it can be seen from the value of standard deviation that is higher (0.79) compared with the year of 2015 (0.73).

According to Central Limit Theorem, the sample whose size is more than 30 distributions of its data approaches to a normal distribution (Berenson, 2012: 265). Similarly, the sample of the research is 407 students of the year of 2014, 628 of the year of 2015, and the total sample is 1035, then it is assumed to have the data of normal distribution. From another approach, the identification of normal distribution can be ascertained from the outlier identification (extreme data), whereby a data is said to be an outlier that results in the data not to be normal

distribution if the value of Z-score obtained is less than -3.00 or more than 3.00 (Berenson, 2012: 107). From the test result of Z-score to the ECCT data, there is no an outlier in the data so that the data is expressed in normal distribution. Lastly, from the approach of the plotting graph between the ECCT scores and its Z-score, if the dots produce a straight line, the data is in normal distribution. The following is the result of Normality Plot that is obtained by using MS Excel.

Figure 5
Normality Plot of ECCT Variable



a. Analysis of TOEFL Score with English Speaking Ability of Telkom University Students

To analyze the relationship between the TOEFL score (EPrT score) and the English speaking ability (ECCT score) of the Telkom University students, the correlation analysis of Pearson Product Moment including a type of Parametric analysis is applied, because the data distribution has been known as normal distribution. The following is the results of the correlation analysis for the sample of the year of 2014, the year of 2015, and the whole.

1) Year of 2014

Here is presented the analysis results of the relationship between the TOEFL score and the English Speaking Ability of the Telkom University students in the sample of the year of 2014 as well as its hypothesis test.

- Hypothesis:

H_0 : $\rho = 0$; There is no significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students of the year of 2014

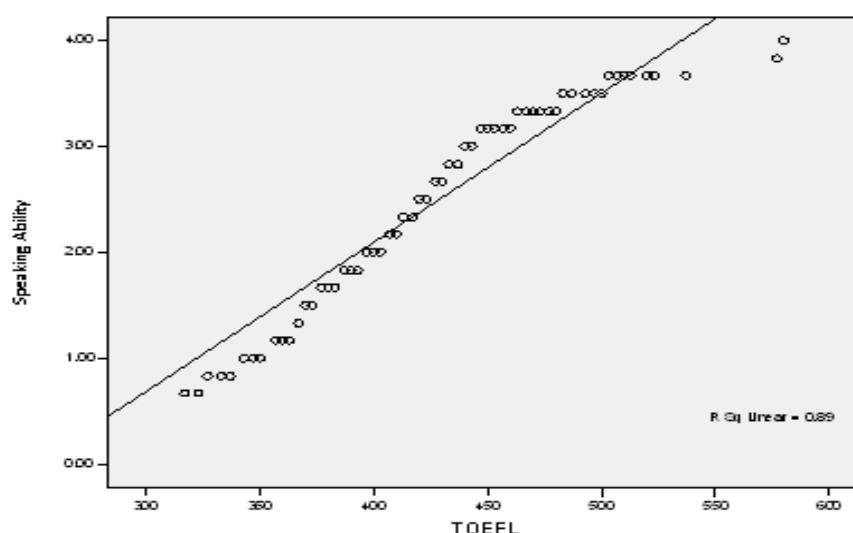
$H_1 : \rho \neq 0$; There is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students of the year of 2014

- The level of Significance used is $\alpha=0.05$
- The test statistic used is the t test of Pearson correlation

Table 4
Analysis Result of the Correlation of TOEFL Score and English Speaking Ability of the Telkom University Students in the Year of 2014

	Year of 2014
R	0.944
Power Relation	Strong (0.700 – 0.899)
Relation Direction	Positive
t count	57.401
t table	± 1.966
p-value	0.000
Significance	Very significant

Figure 6
Scatterplot of TOEFL Variable with English Speaking Ability on the Sample of the Year of 2014



From Table 4 the correlation coefficient that is obtained is 0.944. The value is in the interval from 0.700 to 0.899, so it is categorized into a positive and strong relationship. The positive relationship indicates that the higher the TOEFL score is will be followed by the higher ability of the students' English Speaking. This

direction relationship is also shown by Scatterplot in Figure 6, where the line obtained shows the positive slope (gradient).

From the results of testing the hypothesis above, the value of t count is equal to 57.401 with the probability of 0.000. The t value is greater than t table (1.966) and the resulting probability value is (0.000) < 0.05 so that testing hypothesis results in the conclusion to reject H_0 , meaning that it is proven that there is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University Students of the year of 2014.

2) Year of 2015

It is presented the analysis results of the relationship between the TOEFL score and the English Speaking Ability of the Telkom University students in the sample of the year of 2015 as well as its hypothesis test.

- Hypothesis:

H_0 : $\rho = 0$; There is no significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students of the year of 2015

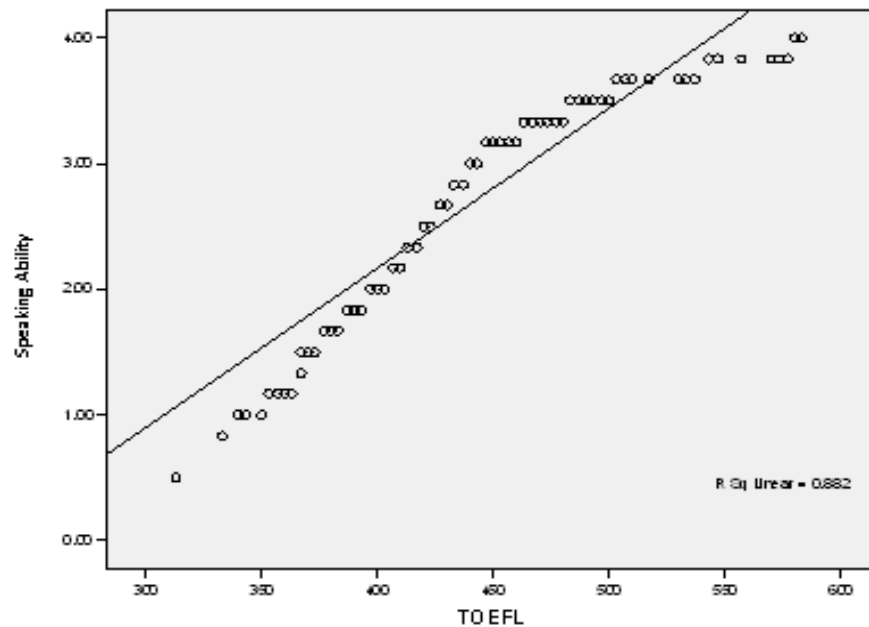
H_1 : $\rho \neq 0$; There is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students of the year of 2015

- The level of significance used is $\alpha=0.05$
- The test statistic used is the t test of Pearson correlation

Table 5:
Analysis Results of the Correlation of TOEFL Score and English Speaking Ability of the Telkom University Students in the Year of 2015

	Year of 2015
r	0.939
Relation Power	Strong (0.700 - 0.899)
Relation Direction	Positive
t count	68.493
t table	± 1.964
p-value	0.000
Significance	Very Significant

Figure 7:
Scatterplot of TOEFL Variable with English Speaking Ability on the Sample of the
Year of 2015



From Table 5 the correlation coefficient that is obtained is 0.939. The value is in the interval from 0.700 to 0.899, so it is categorized into a positive and strong relationship. The positive relationship indicates that the higher the TOEFL score is will be followed by the higher ability of the students' English Speaking. This direction relationship is also shown by Scatterplot in Figure 7, where the line obtained shows the positive slope (gradient).

From the result of testing the hypothesis above, the value of t count is equal to 68,493 with the probability of 0.000. The t value is greater than t table (1.966) and the resulting probability value is (0.000) < 0.05 so that testing hypothesis results in the conclusion to reject H_0 , meaning that it is proven that there is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University Students of the year of 2015.

C. Overall Sample

The following presents the analysis result of the relationship between the TOEFL score and the English Speaking Ability of the Telkom University students (in the year of 2014+2015) as well as its hypothesis test.

- Hypothesis:

H_0 : $\rho = 0$; There is no significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students (the year of 2014+2015)

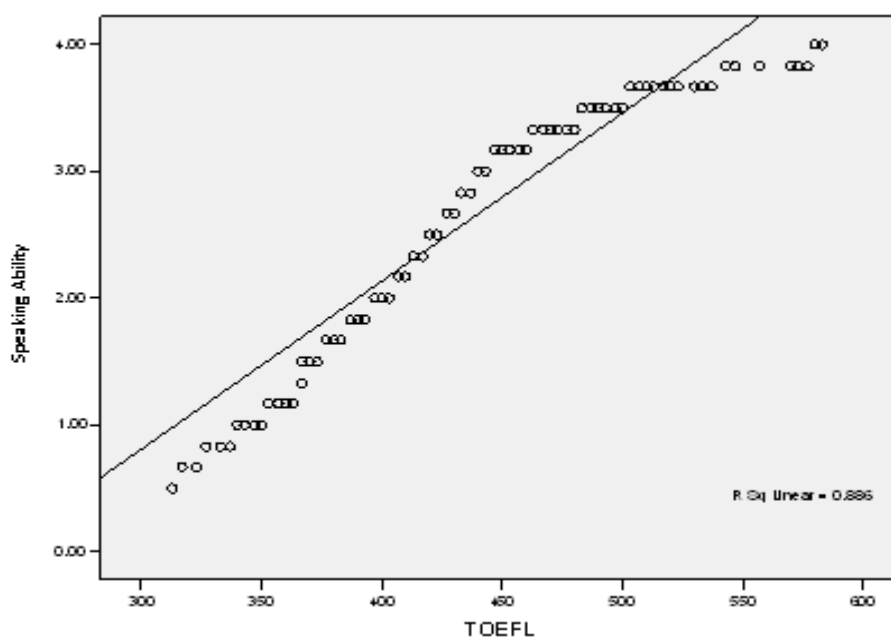
$H_1 : \rho \neq 0$; There is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University students (the year of 2014+2015)

- The level of significance used is $\alpha=0.05$
- The test statistic used is the t test of Pearson correlation

Table 6:
Analysis Result of the Correlation of TOEFL Score and English Speaking Ability of the Telkom University Students (Year of 2014+2015)

	Overall Sample (2014+2015)
r	0.941
Relation Power	Strong (0.700 - 0.899)
Relation Direction	Positive
t count	89.430
t table	± 1.962
p-value	0.000
Significance	Very Significant

Figure 8:
Scatterplot of TOEFL Variable with English Speaking Ability in (Year of 2014+2015)



From Table 6 the correlation coefficient that is obtained is 0.941. The value is in the interval from 0.700 to 0.899, so it is categorized into a positive and strong

relationship. The positive relationship indicates that higher TOEFL scores are in line with higher ability of the students' English Speaking. This direction relationship is also shown by Scatterplot in Figure 8, where the line obtained shows the positive slope (gradient).

From the result of testing the hypothesis above, the value of t count is equal to 89.430 with the probability of 0.000. The t value is greater than t table (1.966) and the resulting probability value is $(0.000) < 0.05$ so that testing hypothesis results in the conclusion to reject H_0 , meaning that it is proven that there is a significant relationship between the TOEFL score and the English Speaking Ability of the Telkom University Students (the year of 2014+2015).

CONCLUSION

From the analysis presented above, the conclusion of the research is as follows:

1. The average EPrT (TOEFL) score in the research sample (the year of 2014+2015) is 445.38, whereas it is 436.39 in 2014 and it is higher in 2015, i.e 451.21.
2. The average ECCT score (English speaking ability) in the research sample (the year of 2014+2015) is 2.74, whereas it is 2.61 in 2015 and it is higher in 2015 that is 2.82.
3. In general, in the Telkom University students of the year of 2014 and 2015, it is proved that there is the positive, strong, and very significant relationship between the TOEFL score and the English Speaking Ability ($r=0.941$). In the Telkom University students of the year of 2014, it is proved that there is the positive, strong, and very significant relationship between the TOEFL scores and the English Speaking Ability ($r=0.944$). In the Telkom University students of the year of 2015, it is proved that there is the positive, strong, and very significant relationship between the TOEFL scores and the English Speaking Ability ($r=0.939$).

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Material Development of English for Specific Purposes (ESP) for Tourism Program at SMKN 6 Surabaya

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Abstract: Based on the 2013 Curriculum, the English materials for senior high school level is equalized. However, the English learning materials for vocational students should be more specific than senior high school students because they need to learn specific areas of English in accordance with their major. It is quite difficult to find proper English textbooks for vocational students focusing on their major. In addition, the teachers also do not have sufficient time to design the English materials for vocational students. Therefore, it is recommended to develop the English materials which meet learners' needs and demands, particularly in Tourism Program. This study was aimed to explore the contents that should be included to develop the English materials based on the needs analysis in Tourism Program at SMKN 6 Surabaya and to find out the teacher's response toward the English material development in Tourism Program and this study used Descriptive Qualitative. The results revealed that the contents which should be included in the English materials in Tourism Program at SMKN 6 Surabaya were speaking and pronunciation for language skill and component; videos and pictures for media; and asking and giving question for teaching technique. The English materials development consisted of a lot of presentations for speaking practice, several videos to practice speaking, pronunciation, and vocabulary, reading passages and texts, and some knowledge that Tourism Program learners need to know. Furthermore, the teacher responded positively towards the English materials development. The materials were complete and met the learners' needs and demands.

Key words: vocational learners, material development, English for specific purposes (ESP), tourism program

Abstrak: Berdasarkan Kurikulum 2013, materi pembelajaran untuk tingkat sekolah menengah atas disamakan. SMA dan SMK mendapat materi Bahasa Inggris yang sama sedangkan menurut teori English for Specific Purposes atau Bahasa Inggris bagi jurusan studi tertentu harus dibedakan. Menemukan buku panduan belajar Bahasa Inggris berdasarkan jurusan studi siswa juga tidak mudah. Ditambah lagi, para guru juga tidak punya banyak waktu untuk membuat materi Bahasa Inggris yang sesuai dengan jurusan studi siswa. Faktanya, pelajar SMK sangat memerlukan materi Bahasa Inggris yang sesuai

dengan jurusan studinya agar memenuhi kebutuhan belajar. Jadi, sangat direkomendasikan untuk mendesain materi Bahasa Inggris yang sesuai agar memenuhi kebutuhan, minat, dan tuntutan pelajar, terutama pelajar SMK Program Pariwisata. Penelitian ini dilakukan untuk mengetahui apa saja isi materi pembelajaran yang harus ada dalam materi Bahasa Inggris dan untuk mengetahui respon guru terhadap pengembangan materi Bahasa Inggris di Program Pariwisata di SMKN 6 Surabaya. Penelitian ini menggunakan metode Deskriptif Kualitatif dan semua hasil penelitian akan dijelaskan dalam bentuk kata. Hasil dari penelitian ini menunjukkan bahwa isi materi Bahasa Inggris yang harus ada di Program Pariwisata adalah aktivitas berbicara dan pengucapan dalam Bahasa Inggris; memperbanyak video dan gambar sebagai media; dan teknik tanya jawab. Jadi, materi Bahasa Inggris terdiri dari presentasi dan video di kelas sebagai perwujudan aktivitas berbicara, kosa kata dan pengucapan dalam Bahasa Inggris, materi pemahaman membaca, dan pengetahuan lainnya yang berhubungan dengan Program Pariwisata. Selain itu, respon guru terhadap materi sangat memuaskan dan lengkap dalam memenuhi kebutuhan, minat, dan tuntutan pelajar Program Pariwisata.

Kata kunci: pelajar sekolah menengah kejuruan, pengembangan materi, English for Specific Purposes, program pariwisata

INTRODUCTION

English is becoming a universal language since it is not only spoken in those English-speaking countries, but also in non-English speaking countries as a second or a foreign language. In addition, English is used in many kinds of communication such as in commerce, education, occupation, and so forth. Also, many people do not learn English to merely accomplish their score in the class nowadays. They want to master English both written and spoken so they are able to be active in English. Furthermore, most job vacancies demand the ability in mastering foreign languages, particularly English. Thus, it is necessarily important to equip learners with English. However, what people need in English is different from each other. For instance, a secretary should have the ability in correspondences; an accountant needs to understand the vocabulary of accounting terms, a receptionist of a hotel should be able to speak English for welcoming the foreign guests, and so forth. This obviously shows that different materials of English are strongly needed and recommended to assist people and learners to be able to write and speak in English in accordance with their work or interest. There are two specifications in teaching English; they are General English (GE) and English for Specific Purposes (ESP).

According to Far (2008), general English materials a set of materials that have been planned which the needs and interests cannot be specified in particular. It is more considered as providing wide range of foundation rather than a detailed and selective specification in achieving goals like ESP. English for Specific Purposes is stated as meeting various kinds of demands and requests for learners. Thus, their needs would be very important role in planning teaching because of its appropriate input selection in teaching language. Also, ESP concentrates more on the teaching of

meaning than grammar instruction and the basic point is to teach in direct relation with the real worlds of students in terms of content (Unal, 2014). In addition, according to Hutchinson & Waters (1987, p. 19) English for Specific Purposes are an approach in language teaching in which the content and method clearly depend on the learners' needs and interests. They also stated that there is no big difference between ESP and GE. ESP differs from GE in the sense that the word and sentence learned and the subject matter discussed are all relevant to a certain field. Meanwhile, GE learners can learn English in broader way as well as the vocabulary. Unlike GE, ESP has specific vocabulary to learn which is needed by learners in the target needs.

Senior high school students learn the whole English as their subject. There is no specification in skills that they have to master. Most of them learn the whole language skills and language components. However, vocational high school students need different subject matter. Actually, they do not have to learn the whole subjects like senior high school students do. They only need to learn about the demands and needs which can support them to get a job since most vocational students generally will be applying a job right after they graduate. In addition, this specification will help and enable them to get a job. Unfortunately, most vocational high school students are now taught General English. The materials they have are almost exactly similar to senior high school students have, based on the syllabus in 2013 Curriculum. There is no difference or material specification for vocational school learners. This seems less appropriate for applying General English to vocational high school students since the English materials they need should meet their needs and interests.

Based on the facts above, the researcher formulated two questions; they are (1) the content that should be included in the English materials based on the result of Needs Analysis in Tourism Program at SMKN 6 Surabaya and (2) the teacher's response toward the English materials that the researcher wrote.

LITERATURE REVIEW

A. Vocational High School Students

Vocational high school students are a group of pupils who learn certain subject for particular purpose and they differ from senior high school learners in term of the subjects they learn. Senior high school students learn general and broader materials. In addition, there are fewer programs in senior high school that students choose (Melati, Mardiah, & Ulfiati, 2014). In Indonesia, there are only three programs in senior high school: they are (1) Natural Science Program; (2) Social Science Program; and (3) Language Program. In contrast, vocational high schools are able to focus on wider range of programs. There are plenty of programs that vocational high school students can take such as Culinary Arts, Automotive, Chemist Industry, Tourism, Hospitality, Nursing, Accounting, Business and Administration, and so forth.

Based on the 2013 Curriculum, both senior high school students and vocational high school students learn the same core competence and basic competence in English subject. The English materials stated in the syllabus are for senior high school students and vocational high school students and an obligatory subject. Permendikbud No. 64 year 2013 of Content Standard mentions that Knowledge Competence for tenth and eleventh graders of Vocational High School (SMK) in Indonesia is that vocational high school students should be able to understand, apply, and analyze factual and conceptual based on their curiosity in learning English as a foreign language. Since the difference needs in learning English in senior high schools and vocational high schools are necessarily huge, there should be a specialization and selection in learning English. Hence, vocational high school learners should learn English in specific way to meet their needs, interests, and demands for their particular major (Melati, Mardiah, & Ulfiati, 2014).

As explained above that there is no specification in teaching English for vocational high schools and senior high schools, so teachers need to adapt the materials based on the syllabus to learners' needs. Indeed, teachers can also modify the syllabus to meet learners' needs since vocational high school students need to learn English based on their specific major. Learning materials in vocational high school are closely related to English for Specific Purposes. One of the most important keys in developing materials for vocational high school students is using an authentic material which will directly deal with learners' needs.

B. The 2013 Curriculum for Vocational Learners

The 2013 Curriculum has been applied since academic year in 2013 as development from the previous one. Fadillah (2014) said that the 2013 Curriculum is developed and improved more in escalating soft skills and hard skills. Hence, learners are expected to have both soft skills and hard skills in balance to get their achievement through the implementation of 2013 Curriculum. There are some objectives of 2013 Curriculum, they are (1) to intensify and equalize both soft skills and hard skills; (2) to escalate human resources in order to be more productive, creative, and innovative; (3) to ease teachers' role in allowing learners to be more active in the learning process (teacher is a facilitator); and (4) to provide flexibility for educators to develop 2013 Curriculum based on students' needs.

The core competencies and basic competencies of English are clearly stated for elementary schools, junior high schools, and senior high schools. However, the specific materials are not described for vocational high schools so the implementation of English language learning is similar with the implementation of English in senior high school. As stated in English syllabus 2013 Curriculum, vocational high schools will learn exactly the same as what senior high schools learn.

C. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for

learning. The materials in ESP are more specific, depend on the subject matter that learners need (Hutchinson & Waters, 1987). Dudley-Evans & St John (1998) said that there are some characteristics of ESP, they are (1) ESP is basically designed for specific learning materials; (2) ESP learning instruction is usually used for particular situation; and (3) ESP is generally designed for adults who are more advanced.

Chen (2006) proposed there are three possible ways of gaining materials for ESP programs: (1) using existing materials; (2) writing materials; and (3) adapting materials. Thus, appropriate materials needed to be created. To develop English learning materials from vocational school learners, some information of how and what materials are needed, should be collected. This process is called needs analysis. Also, after having the result of needs analysis, it will be more useful to have the target needs to completely meet learners' needs, interests, and demands.

D. Material Development

Material design is the process of thinking of developing the materials due to the importance of ESP program which focuses more on selecting suitable materials to meet learners needs (Ulfa, 2015) The fundamental purpose of designing materials is to meet what learners actually need in the classroom as their subject and in real life when they are supposed to be ready to work because sometimes what they have been learning is less appropriate and less suitable for their needs in real work. According to Tomlinson (2012) materials development is a set of learning process which the main purpose is to facilitate learners to get their basic knowledge provided by teachers. In designing materials, teachers should initially figure out learners' needs and interests. Needs and interests can build learners motivation in learning certain English subjects since what learners will learn relates to what they will need in their future work. Hence, the materials design should be effective. An effective material design is formed from a number of factors, they are teachers and learners. Teachers are seen as role model in the classroom who should have good English proficiency, experiences in teaching and training, cultural background, and preferred learning styles. Learners' factors include their preferred learning styles, needs, interests, and demands in learning English (Richards, 2005).

Indeed, the most important thing in developing the materials is flexible and effective for their frameworks. In addition to design the materials, Pannen & Purwanto (2001) added that there are three ways to develop learning materials: they are starting from scratch, information repackaging, and compilation.

- 1. Starting from Scratch**

The author writes the materials solely based on the learners' need by collaborating with the other textbook writers.

- 2. Information Repackaging**

The author usually uses other sources or books instead of writing from the scratch, adapts the materials and simplifies the reading materials to adjust learners' needs.

- 3. Compilation**

Learning materials are compiled into a book by the author.

E. Materials Development for Tourism Program

In Tourism Program, learners will learn English as a means of communication to be implemented in their real work so it is important to teach English in accordance to Tourism Program learners. The materials of English can also be adjusted as what learners actually need which are useful for them. Therefore, teachers should be careful of choosing appropriate English materials for learners so they are able to get the target needs in learning language. Teachers need to design the English materials based on learners' needs. In designing the materials for Tourism Program,

In the syllabus of 2013 Curriculum, there are no specific English materials for vocational high school learners. The syllabus of English is for both high school learners and vocational high school learners which need to be distinguished from each other since the needs of both are highly different. Hence, in this case, teachers need to modify the existing syllabus to be adjusted to vocational high school learners to meet their needs in learning English. Designing materials for Tourism Program is similar with designing another program. It just depends on learners' needs according to their program. In Tourism, there are two main points that should be concerned, they are reading skill and speaking skill as a means for communication (Simion, 2012).

A study conducted by Paniya (2008) entitled "Designing an ESP Course for Indonesian Vocational College Students". She thought that in globalization of trade and economy, the development of ESP is getting more expanded than before. Also, communication plays a great deal in trading industries nowadays. This expanding became popular recently in Indonesia. However, lack of concern the existence of ESP is considered unnecessary for most vocational high school students. Meanwhile, ESP provides better selected materials which help them get the target needs. Paniya (2008) formulated a question that where to begin to design ESP course for vocational students. After that, she found out that ESP course design should start from analyzing learners' certain needs and wants. She elaborated the way of designing materials for vocational students. She also hoped that the study will be beneficial to other ESP course designers involved in developing current ESP course in Indonesian colleges in facing competition nowadays.

In this study, the researcher explored the content that should be included in designing the English materials based on the result of needs analysis. After obtaining the results of needs analysis, the researcher then designed the English learning materials. However, the English learning materials were not implemented to the students. The validator of the English learning materials was the teacher in charge in Tourism Program.

METHODOLOGY

The researcher employed the descriptive qualitative research in gaining the data on the field. Ary, Jacobs, Sorensen, & Razavieh (2010) said that descriptive qualitative research is designed to gain information concerning the recent phenomena and goal of descriptive qualitative research is to describe the variables that exist, attitude which is held and teaching learning process that is ongoing. So, descriptive qualitative research is a research which is designed to describe things or phenomena that are found during conducting the research. Based on the questions, the researcher wanted to explore materials design based on the result of needs analysis, to describe the materials design for Tourism Program, and lastly to find out the teacher's response toward the material development of ESP for Tourism Program at SMKN 6 Surabaya.

This study engaged with vocational high school students, particularly students of Tourism Program at SMKN 6 Surabaya. The students were 72 students from two classes of tenth graders because, as the researcher had talked to the teacher of Tourism Program at SMKN 6 Surabaya, the very first material of English is very crucial to be taught in the first year of Tourism Program related to the program which is about promoting tourism objects in Surabaya from the airport to hotel for visitors. The reason that made the researcher chose this vocational high school was there is an interesting program in Tourism which is to promote tourism from the very first year of the academic. Tenth graders should be able to promote local tourisms located in Surabaya. Also, the researcher conducted this study at this school because most English teachers in this school teach General English which seems less relevant to vocational school students who demand different needs in learning English.

To gain the data for needs analysis, semi-structured questionnaires and interview guide were carried out. For semi-structured questionnaire, there were thirteen questions; the first five were about what materials vocational school students need in learning English in Tourism Program. The last eight questions were about the content that should be included in the English materials for Tourism Program since this study only concentrated on Tourism Program. There were three sections for interview guide. The first interview was for the twelve representative students ranging from the lowest scores, middle scores, and the highest scores. The second interview was from the teacher in charge in Tourism Program of two classes to find out the needs and demands in English learning materials for Tourism Program. The last interview was also from the teacher but it was conducted after the materials were developed to validate the English learning materials. After conducting the research in the field, the researcher analyzed, elaborated, and synthesized all the data collected. There are three stages which have to be done by the researcher according to Ary, Jacobs, Sorensen, & Razavieh (2010) they are: (1) Familiarizing and Organizing, (2) Coding and Reducing, and (3) Interpreting and Representing.

In this study, the researcher read the whole result of both questionnaires and interviews. The researcher then analyzed the questionnaire and processed the data to

get the result of needs analysis to develop the materials. Coding is to label the data and it enables the researcher to analyze the data. This time, the researcher collected the data and marked them with the most appropriate, appropriate, less appropriate, and inappropriate. Then, she reread the less important and unimportant data and eliminated those which were not qualified. This process was called reducing. Moreover, the qualified data were coded by the researcher in order to assign and classify the meaning of all the data. Coding is quite helpful for the researcher to focus on the most important data which correspond to the content which should be included in the materials for Tourism Program based on the result of needs analysis. After coding, the researcher synthesized the content of materials for Tourism Program based on their needs analysis.

RESULTS

A. The Results of Need Analysis

The questionnaire had two major questions. The first five questions were about English in Tourism Program and the last seven questions were related to contents of English materials for vocational school learners in Tourism Program. The first five result of Needs Analysis showed that the tenth graders of vocational learners in Tourism Program at SMKN 6 Surabaya need English for their major for several reasons, they are: (1) vocational learners of Tourism Program will definitely deal with foreigners who mostly speak English to communicate with each other; (2) English is an International language which is mostly spoken by not only English speaking country tourists, but also non-English speaking country tourists; (3) English enables vocational learners to get a job related to Tourism sometime in the future; and (4) English is simply needed by vocational learners in Tourism Program.

Indeed, the tenth graders of vocational learners in Tourism Program mostly agreed that Tourism Program, which closely relates to English, enables them to develop how to communicate with non-domestic visitors. Hence, the most important language skill that vocational school learners need to master is speaking because Tourism Program demands the learners to speak most of the time. Indeed, vocational learners of SMKN 6 Surabaya have a compulsory program for freshmen called Guiding. Guiding is an activity which is completed in a moving bus and done by vocational learners of SMKN 6 Surabaya by telling and describing places or buildings along the way. In addition to developing English materials for Tourism Program, vocational learners need to have English materials in particular to meet their needs, interests, and demands. The result corresponds to the theory of English for Specific Purposes (ESP) in which different major of learning will need different particular material. Also, to support the learning process, a teacher of Tourism Program needs to provide well-applied media and appropriate books deal with the major.

The result of the last seven questions revealed that the English contents should have is to develop vocational learners' language skills. Speaking becomes the major option skill to be developed. In addition to developing Speaking, the most chosen language component is Pronunciation. Furthermore, the teaching technique that vocational learners of Tourism Program necessarily demand is asking and giving questions. To support this technique, the use of media in teaching and learning process will be advantageous. Vocational learners of Tourism Program need to have a video player as media to help them understand better the talks and expressions related to Tourism. Video is a good model for the learners to practice both speaking and pronunciation.

Most tenth graders of vocational learners in Tourism Program explicated that they have learnt kinds of texts (Descriptive, Narrative, and Recount), tenses (Present Tense, Past Tense, and Future Tense), language skills (Listening, Speaking, Reading, and Writing), and two of three language components (Vocabulary and Grammar/Structure) so far. The researcher asked randomly to the learners whether the source of the materials was solely from book or teacher got the materials on her own. The result signified that teacher simply referred to textbook from the education authorities based on the 2013 Curriculum.

According to the tenth graders of vocational learners in Tourism Program, the most demanding skill that they need to master the best is speaking. During the interview, the researcher added questions about the strategies that learners usually do to improve their speaking ability. Most of them admitted that they typically practice and improve their speaking ability by watching English movies and listening to music when they are not in class and try to practice it with their classmates while in the class. However, as they stated, the strategy of practicing English in the class does not help much because only few learners can speak English. Furthermore, there are various motives for choosing Speaking as their most demanding ability, they are (1) Guiding Program requires speaking ability; (2) English is greatly needed when it is dealing with foreigners; and (3) English is exceptionally demanding in global era.

Most tenth graders of vocational learners in Tourism Program approved that Speaking ability will equip well with good pronunciation. Some learners revealed that they usually do pronunciation practice by listening to music and listening to teacher's talks. If tenth graders of vocational learners in Tourism Program are able to pronounce each word properly, those foreigners will understand what they are saying.

Vocational learners need different and particular English materials in accordance with their major; the tenth graders of Tourism Program should have specific English materials as well. However, the result of interview noticed that the English materials are less specific and they are mostly referred from textbook. The tenth graders need materials which should meet their needs, interests, and demands. Nevertheless, some agreed that the implementation has been quite good. As long as the materials are understandable, the learners will be able to come up with the learning process.

The learners said that the English materials have been concentrating more on the Guiding but they are still quite general and they barely meet their needs in Tourism Program. Besides referring to compulsory textbook, teacher can seek other sources which will encourage learners to be more active in the class and they have a lot of chance to speak. The learners need to master speaking skill from the very beginning so they are more accustomed to speak English earlier. Hence, the target needs can be best accomplished.

It can be inferred that the English materials which the tenth graders of Tourism Program at SMKN 6 Surabaya need are the materials that consist of more speaking and pronunciation practice. Others also demanded that the English materials should have better and broader bound since there are various activities in Tourism Program that learners need to do such as ticketing, planning, and guiding.

The tenth graders also expected that the English materials will enable and support their future job because it is highly recommended to equip oneself with English in global competition era. Also, some revealed that the English materials will help the learners to develop speaking skill to communicate with foreigners. Thus, the English materials should have a lot of speaking and pronunciation practice and the learners need to have some activities which encourage them to be more active and creative. The teacher of Tourism Program or Usaha Perjalanan Wisata (UPW) at SMKN 6 Surabaya who was in charge in two classes of tenth graders explained that the implementation of English has been well-applied and related to Tourism Program. Also, if there is a material which is not correlated to Tourism Program, teacher will have to find another source to adjust the needs in Tourism. For instance, in City Tour activity where learners have to tell and explain the cultures, buildings, and the historical places, the teacher needs to collect some information and history about certain places that the activity takes place. The City Tour activity is mostly taken place in Surabaya followed by Guiding as well. Normally, Guiding will begin from Juanda Airport to the hotel that the tourists will stay. During the journey to the hotel, the tourists will probably pass some certain places in Surabaya such as Kebun Binatang Surabaya (KBS), Taman Bungkul, Patung Joko Dolog, Monumen Bambu Runcing, Surabaya Carnival, and many other amusement places and sites. In this matter, the learners will do their job both in Bahasa Indonesia and in English since the tourists are not only domestic ones, but also foreigner ones. Also, the implementation of 2013 Curriculum in Tourism Program has been well-applied since the teaching learning process is always referred to the syllabus of 2013 Curriculum. The teacher explained that she usually modifies the lesson plan instead of modifying the syllabus.

According to the theory of English for Specific Purposes (ESP), vocational learners need to have specific and narrower English materials. The teacher also said that actually vocational learners will work in accordance to their vocation or major at school. Thus, the specific English materials are strongly needed by them to assist and support their skill for their future job.

The proper English materials are needed by Tourism learners. However, sometimes, the materials stated in the syllabus do not match and fit to learners' need. The teachers recommended that the proper materials should be in good orders and match with what learners seek in language learning. There are, also, some activities that support learners related to Tourism, they are (1) City Tour; (2) Guiding; and (3) Table Manner. To assist all these activities, teachers need broader sources and information about a number of places which possibly become the next destination for City Tour and Guiding. Initially, the City Tour and Guiding activities could be done in broader places like in Yogyakarta and Bandung. Now, the teacher and learners only need to do the City Tour and Guiding in East Java due to the education authorities' policy. So, it can be concluded that the English materials should consist of speaking practice and the other language skills and language components which will complement each other since the 2013 Curriculum uses integrated skills in improving human resources through education.

After analyzing the results of needs analysis, the process of developing materials was started. In this case, there are two chapters from the 2013 syllabus for tenth graders which are Descriptive and Recount Texts. Therefore, the researcher designed and developed the materials precisely based on the results of needs analysis and English for Specific Purposes theory.

B. Materials Development of ESP Learning Materials Process

The kind of English materials that the tenth graders of Tourism Program at SMKN 6 Surabaya need consist of speaking and pronunciation for skill and component; and videos and pictures for media. So, the researcher developed the English materials which have a lot of speaking activities to encourage and enforce the learners to say more. Also, the technique that the learners need to have is asking and giving questions. By providing more asking and giving questions, the learners will be encouraged to speak. The tasks of asking and giving questions are provided in half oral and half written in the materials development. Furthermore, the videos are adjusted to the learners' needs in Tourism. One of the videos is showing an archipelago in Indonesia which is narrated like a tour guide. It is expected that the learners notice and practice how the narrator describes the place for their guiding program.

Based on the 2013 Curriculum, learners have to be introduced to each topic discussion. In each chapter of the materials development, there is an explanation about the text. The texts that the researcher developed are Descriptive Text and Recount Text. Each chapter, also, shows the example of text that is followed by the structure of the text and the language features that are used to write the texts. To develop speaking ability, the English material development also equips pronunciation practices followed by the definition of each vocabulary. The vocabulary practice was taken from video and the dialog so learners will learn how to pronounce and understand the definition of each vocabulary spoken in the video and written in the text. Also, in Recount Text, as the learners listen to the video, they need to complete the missing dialog stated in the video. The videos are not only

the model for speaking practice, but they are also used to measure learners' comprehension as they listen. The videos tasks are in the form of True-False exercise and completion.

In writing the dialogs, the researcher did not either adapt or adopt from any sources. Instead, she combined between her experiences, the ideas, and the fact found in the field. The researcher, in developing the materials, uses the theory of Information Repackaging where an author can combine his ideas and put other existing materials by simplifying and adjusting to the learners' needs (Pannen and Purwanto, 2001).

In both Descriptive and Recount Texts, there are reading section and the questions that follow. It is necessary to have reading comprehension as examples for the learners to write as their last project for each chapter. The reading comprehension texts were all adapted to meet learners' level of knowledge of tenth graders. Also, grammar corners are important to show the pattern of the tenses used in each text such as Present Tense and Past Tense and followed by the questions so learners are able to directly apply the use of tenses. Furthermore, the researcher also added crossing culture to provide learners' new knowledge. As suggested, the researcher put Table Manner from Indonesia and United States in Descriptive Text. Similarly, in Recount Text, the researcher put the Crossing Culture called British-American English because the previous task showed the video of two people talking in different English accents. So, it is better to show the explanation of those accents.

Pictures, according to the result of Needs Analysis, are also demanded by the vocational learners of Tourism Program at SMKN 6 Surabaya. In Descriptive Text, there are some pictures to describe. The pictures are about places, people, and things. By providing the pictures, it is expected that learners guess, describe the pictures well, and retell them so the learners can reach the target needs.

For the last session of each chapter, there are the last writing project that learners need to do as stated in the syllabus of the 2013 Curriculum and a quiz of reading comprehension to measure learners' ability in reading. In quiz, the researcher needed to simplify the text because the original one had some unfamiliar words and they needed to be changed and simplified to the learners' knowledge. Nevertheless, the researcher also still maintained the essential purpose of the texts. Indeed, the task of quiz is in the form of multiple choices. The questions in the multiple choices were based on the Kisi-Kisi UNAS SMK 2015/2016 such as identifying the purpose of the text, implementing the use of the text, concluding the text, determining the main idea, finding the synonym/antonym in the text, determining the idea in certain paragraph, and interpreting the sentences mentioned in the text.

There were several reasons the researcher developed and adapted the English materials for Tourism Program at SMKN 6 Surabaya. The English textbook that is being used now seems less appropriate with the Tourism Program learners. Based on the result of Needs Analysis, the Tourism Program learners need to have lots of

speaking activities that help them to communicate well. The source of speaking practices can be sourced from videos or pictures. Hence, the researcher put lots of speaking activities in many exercises in the English materials. It is expected that through the result of Needs Analysis, the English materials development meet the learners' needs, interests, and demands in Tourism Program.

C. Teacher's Response toward the English Material Development of English for Specific Purposes in Tourism Program at SMKN 6 Surabaya

The teacher's response toward the material development is overall good. After reviewing the material, the teacher commented on some preludes, tasks, reading comprehension, videos, dialogs, pictures, grammar corners, and quizzes. She explained that since the most demanded skill is speaking, it is good to start encouraging the learners with such pictures to describe and the example of the dialog. By guessing the pictures and reading the dialog, learners will later be introduced to the texts that they will learn. Indeed, by providing the explanation in the following page, the learners then learn the texts and their definition, purpose, structure, and language features. The tasks are also good to make learners speak a lot. The reading comprehension texts are interesting and they can be good examples for learners to write as their last project. The teacher admitted that the videos are very helpful to show. The talks are not difficult to understand and are very clear. The teacher knew that the dialogs were not taken from sources but from the researcher's experiences and ideas. The dialogs meet the target needs because the vocabulary is mostly familiar and learners will not find any difficulty to read and understand the meaning. The pictures in both chapters are eye-catching from the very beginning so they will attract the learners. Grammar corners are very helpful for learners to understand the usage of tenses of each text. Lastly, for the quizzes, the teacher said that the texts for reading are good but a little bit too long.

Overall, the teacher said that the material development of Descriptive and Recount Text is over complete. The materials meet the learners' needs, interests, and demands. Besides, all the materials closely relate to the needs of vocational learners in Tourism Program. However, it is better to rearrange the tasks from the easiest to the most difficult ones. To conclude, the materials have met the learners' needs, interests, and demands in Tourism.

CONCLUSION

Based on the result of Needs Analysis, English materials in Tourism Program at SMKN 6 Surabaya should include a lot of speaking activities to develop learners' skill and ability to communicate with foreigners. The speaking activities are also followed by pronunciation practice so the learners do not only learn how to communicate well, but they are also able to pronounce the words well. To reinforce and encourage learners' speaking ability, it is more beneficial to show videos so

learners are able to develop speaking skill and do pronunciation practices through the videos.

The English materials were designed based on the result of Needs Analysis. The English materials consist of Descriptive and Recount Texts which mostly consist of speaking activities. The content of each English material of Descriptive and Recount was adjusted to the learners' needs such as reading comprehension, exercises, listening sections, videos, and the conversations. The questions in the exercises were developed based on the Kisi-Kisi UNAS SMK. Indeed, the teacher of SMKN 6 Surabaya had good responses toward the English material Development. She responded that the English materials development has complete tasks to meet the learners' target needs in learning English. Also, the activities in the materials have reflected the learners' needs.

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APPENDICES:

Part 1:

Semi Structured Questionnaire

Put (√) in the provided bullet points.

I. Materials in Tourism Program

- a. In your opinion, is English important for Tourism Program?
☐ YES
☐ NO
- b. In your opinion, why is it important to equip VHS learners of Tourism Program with English?

- ☐ To develop English skill
- ☐ To fulfill the score in Tourism Program
- ☐ To be able to communicate globally
- ☐ To help for future's career
- ☐ Others.....
- c. In your opinion, what activities should be done to meet VHS learners of Tourism Program?
 - ☐ Listening section
 - ☐ Speaking to communicate
 - ☐ Reading comprehension
 - ☐ Writing formal letter/email (correspondences)
 - ☐ Others.....
- d. In your opinion, what should your teacher give in teaching English?
 - ☐ Materials of English in general
 - ☐ Materials of English in particular
 - ☐ Others.....
- e. In your opinion, what should teacher do to assist VHS learners of Tourism Program?
 - ☐ Provide authentic materials
 - ☐ Provide more topic related to Tourism Program
 - ☐ Provide media to support learning process
 - ☐ Others.....

II. Contents of English for VHS Learners of Tourism Program

- a. In your opinion, what are to be considered in teaching English for VHS learners of Tourism Program?
 - ☐ The materials should meet learners' needs.
 - ☐ The materials should be able to develop skills
 - ☐ The materials should motivate learners to learn English
 - ☐ Others.....
- b. In your opinion, should English for Tourism Program have its own syllabus?
 - ☐ Yes
 - ☐ No
- c. In your opinion, what language skills should be taught in the English materials for Tourism Program? (you can put more than one possible answer)
 - ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
- d. In your opinion, what language components should be developed in the English materials for Tourism Program? (you can put more than one possible answer)

- ☐ Vocabulary
- ☐ Structure/Grammar
- ☐ Pronunciation
- e. In your opinion, what is the most important skill that will be useful for VHS learners in Tourism Program?
 - ☐ Speaking
 - ☐ Reading
 - ☐ Others.....
- f. In your opinion, what content should be included in the English materials for Tourism Program?
 - ☐ The content that will meet learners' need
 - ☐ The content that will develop learners' skills
 - ☐ Others.....
- g. In your opinion, what kind of method should teacher use to teach English for Tourism Program?
 - ☐ Discussion/Presentation
 - ☐ Asking/giving question
 - ☐ Drilling technique
 - ☐ Simulation
 - ☐ Lecturing
- h. In your opinion, which one is the most beneficial?
 - ☐ Discussion/Presentation
 - ☐ Asking/giving question
 - ☐ Drilling technique
 - ☐ Simulation
 - ☐ Lecturing
- i. In your opinion, is it necessary to use media in teaching English for Tourism Program?
 - ☐ Yes
 - ☐ No
- j. In your opinion, what kind of media which is suitable for teaching English for Tourism Program?
 - ☐ Pictures/Images
 - ☐ TV/Video Player
 - ☐ CD/Cassette
 - ☐ Flash Cards

Part 2

Interview Guide for Vocational High School Students

1. What kind of English materials you have learnt?
2. What do the language skills that vocational high school learners of Tourism Program need?
3. What do the language components that vocational high school learners of Tourism Program need?
4. How are the English materials implemented at your school?
5. What do vocational high school learners need in Tourism Program?
6. What is vocational high school learners expected in learning English in Tourism Program?
7. Have English materials been suitable for Tourism Program so far? Why?
8. What kind of English materials which are suitable for Tourism Program?

Part 3

Interview Guide for English Teacher of Tourism Program (before designing the materials)

1. How are the English materials for Tourism Program taught?
2. Have English materials been suitable for Tourism Program so far? Why?
3. What kind of English materials do the students of Tourism Program get?
4. Do the English materials meet their needs, interests, and demands?
5. What kind of English materials do the students of Tourism Program need to meet their needs, interests, and demands?

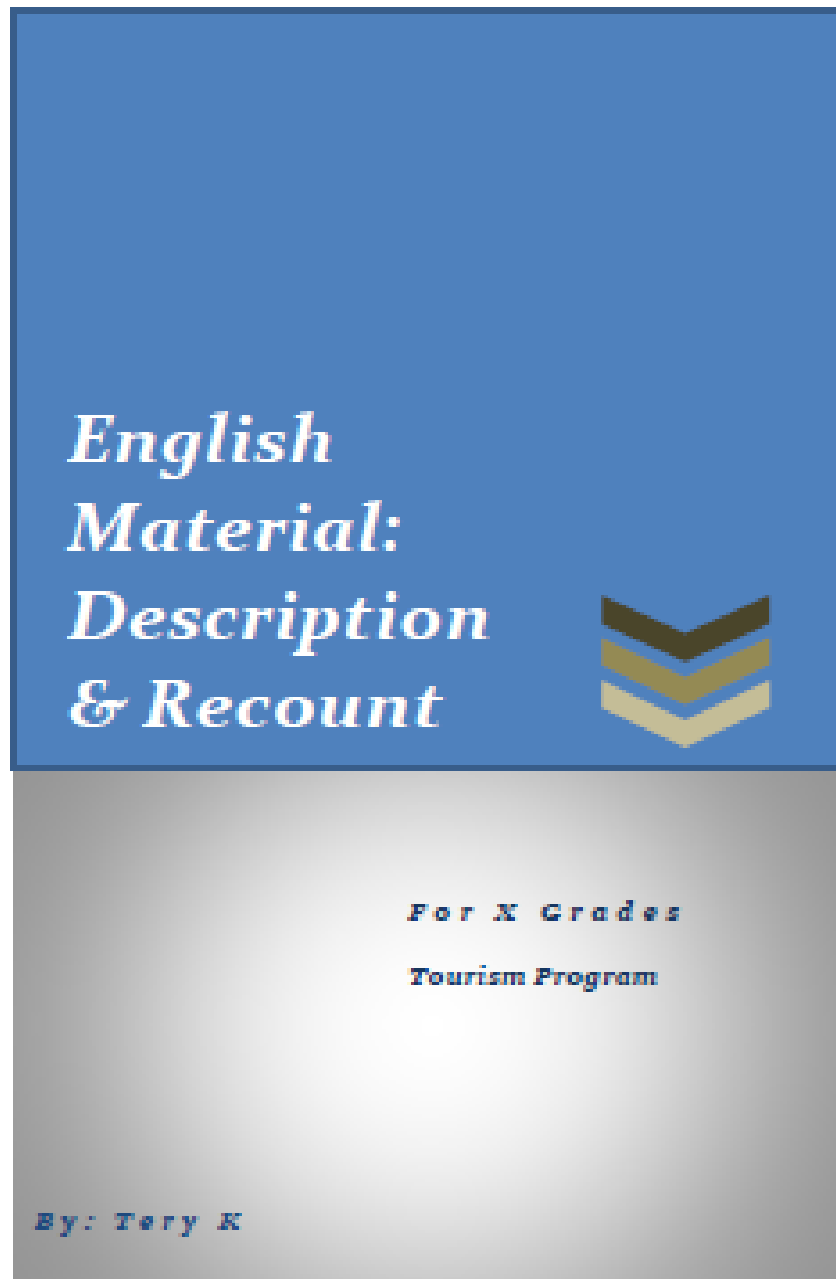
Part 4

Interview Guide for English teacher of Tourism Program (after designing the materials)

1. What do you think of the materials development that the researcher designed?
2. Have the English materials met the vocational high school learners' needs in Tourism Program?
3. Have the activities reflected what vocational high school learners' needs in Tourism Program?

Part 5

Below are the examples of English learning materials ‘Description’



A Descriptive Text generally uses:

- N Simple Present Tense,
- N Adjectives and Adverbs,
- N Comparisons,
- N Action Verbs,
- N Connectors.

C. LET'S DESCRIBE

TASK 1

Watch a video of tourism entitled "Wonderful Indonesia – Labuan Bajo and take notes to answer the questions below.

1. Where is Labuan Bajo located?
2. What does the sentence "Magnificent underwater life in glassy seas" mean?
3. What is "The Legendary Beach" mentioned in the video?
4. What does the narrator call Bats in the video?
5. Who are the Beautiful Beasts?

Now, watch and listen again the video to check your answers.

TASK 7

Practice the dialog with your classmate.



Fig. 16/Source: Google

Deo and Richard are talking about one of the most enchanting archipelagos in Indonesia, Raja Ampat.

Richard : Hi, pal. How do you do?

Deo : Hi, Richard. How do you do. Long time no see.

Richard : Sorry. I have been over busy lately. So, what are you working on?

Deo : Nothing much. I just got this article to finish.

Richard : What article?

Deo : It's about Raja Ampat. Have you ever heard of it?

Richard: Absolutely, Bro. Who doesn't know that wonderful place? Wait, you're from Papua, aren't you?

Deo : No. I am originally from Ambon but I'm extremely interested in knowing more about Raja Ampat.

Richard: Well, tell me about it.

Deo : Raja Ampat or *The Four Kings* is one of the most beautiful places in Indonesia. It has wonderful view with its amazing blue sea and the green reefs in the middle of it. The reefs

are more like the giant swimming pool barrier. Also, the underwater marine life is a heaven for divers.

Richard : How cool, Bro. What else?

Deo : This is the best part. Based on the report from International Conservation, Marine Survey shows that life diversity in Raja Ampat is the highest and the richest that has ever been recorded in history.

Richard : What a majestic place. Don't you ever want to go there?

Deo : Come on. I desperately want to go there. I just don't have time to go. But I'm pretty sure I can touch every piece of Raja Ampat someday. You too, huh?

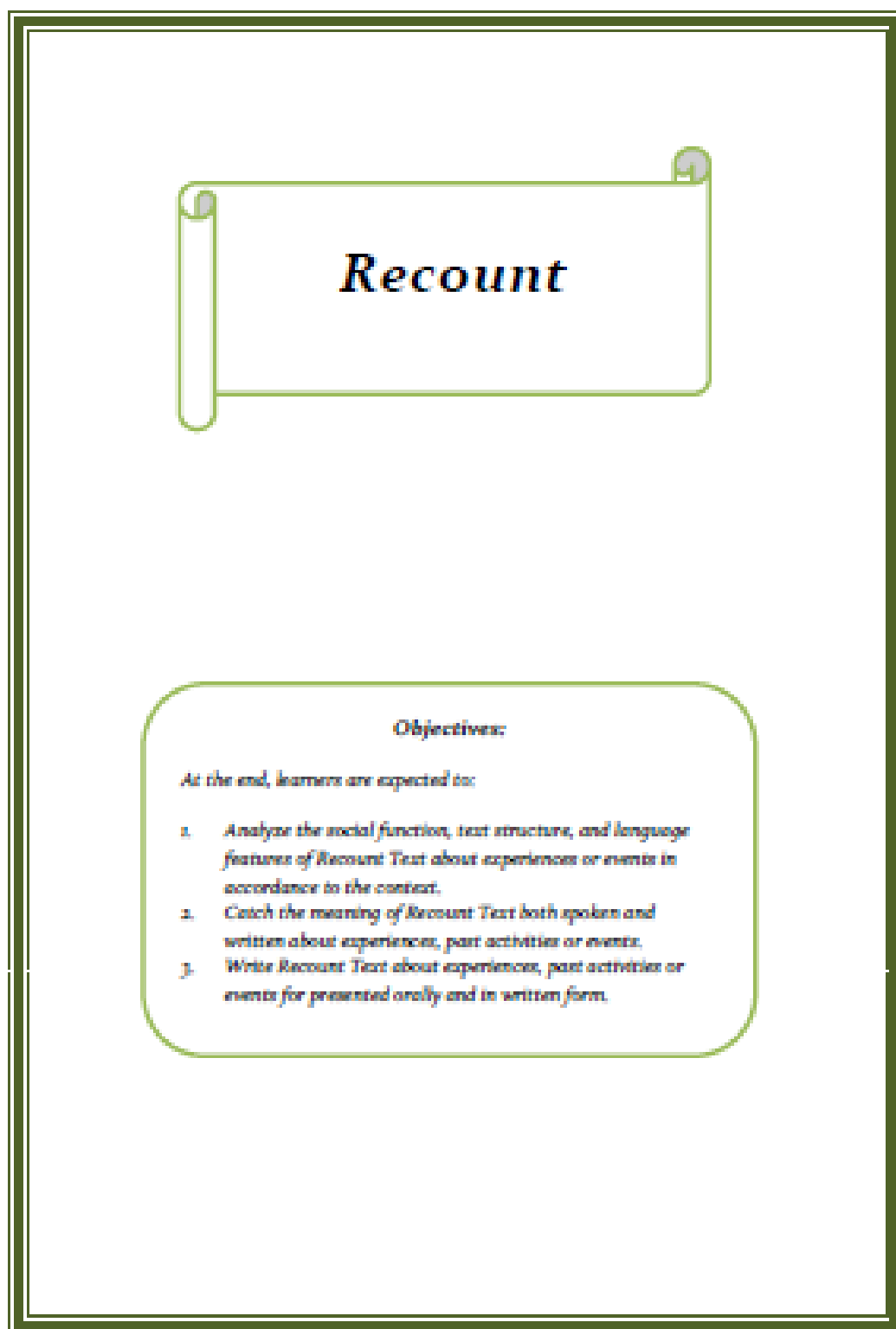
Richard : Of course. Let's make it happen.

TASK 8

Put a tick (✓) in the following True/False Exercise based on the dialog above.

No.	Statements	True	False
1.	Deo just met Richard yesterday.		
2.	Deo is originally from Papua.		
3.	Divers like to dive in Raja Ampat.		
4.	According to International conservation, Raja Ampat has the most prosperous biodiversity.		
5.	Richard tremendously wants to visit Raja Ampat, but Deo doesn't.		

Below are the examples of English learning materials 'Recount'



Recount

Objectives:

At the end, learners are expected to:

- 1. Analyze the social function, text structure, and language features of Recount Text about experiences or events in accordance to the context.*
- 2. Catch the meaning of Recount Text both spoken and written about experiences, past activities or events.*
- 3. Write Recount Text about experiences, past activities or events for presented orally and in written form.*

B. RECOUNT

Recount is a text which tells about past events in chronological order. The purpose of Recount is to retell past events to readers.

Celebrating Independence Day in the Capital City

One of my favorite parts of internship program in Jakarta was touring all around. Last August, my friends and I had an internship program as teachers in Jakarta for a month. We mostly spent our weekends to travel around the city.

Orientation

It was August 17th, Indonesian Independence Day and was our first time to celebrate it in the capital city. We decided to go to Monas which was near to Merdeka Palace. We used to watch the ceremony and the planes on screen but we really eye witnessed them all. The parades started in Monas at 7-9 a.m before they headed to Merdeka Palace. What an incredible tour.

Events

My friends and I had planned to try Kerak Telor and Tahu Gejrot which were offered by vendors around Monas. It was very easy to find the vendors of Tahu Gejrot and Kerak Telor. They both tasted very good.

Reorientation

It was really our special Independence Day. We wish we could do a lot more after.

A Recount Text generally uses:

- Ø Connectors (firstly, at first, second, last, lastly, etc.)
- Ø Past Tense.
- Ø Past Continuous or Past Progressive.
- Ø Past Perfect.

C. LET'S TELL A STORY

TASK 1

Watch a video about two people who are talking about vacation and complete the missing dialog below.

Deepika: Hey...how was your vacation?

Naina : It very was fun.

Deepika: Where did you go?

Naina : I went to the beach.

Deepika: _____

Naina : I went with my father, mother, and older sister.

Deepika: Do you have a house at the beach?

Naina : No. _____

Deepika: Which hotel did you stay at?

Naina : It's called The Imperial.

Deepika: Have you stayed there before?

Naina : Yes. We've been going there for years.

Deepika: _____

Naina : Yes, It's very nice and not too expensive.

Deepika: Did you play in the water?

Naina : Yes. I went swimming
and _____

Deepika: How about your older sister?

Naina : She does not like the water.

_____ and read a book.

Deepika: What do your mother and father like to do?

Naina : They like to eat in the restaurant.

Deepika: How long was your vacation?

Naina : _____

Deepika: And will you go there again next year?

Naina : Of course.

Now, watch the video again to check your answers.

TASK 2

Put a tick (✓) in the following True/False Exercise based on the dialog above.

No.	Statements	True	False
1.	According to the video, Deepika and Naina are workmates.		
2.	Naina felt a little pleased about her vacation.		
3.	Naina has a house near the beach.		
4.	Naina and her sister rode a Banana Boat.		
5.	Naina's parents like to spend their time to enjoy cuisine.		

Electronic Analysis of the Economic Journal Articles: A Corpus Study

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Abstract: This small scale research project attempts to evaluate academic research articles in order to find out the linguistic and lexico-grammatical aspects through the electronic analysis. This is essentially a corpus study research, a type of research combining quantitative and qualitative approach, in which some aspects of writing which encompass keywords, concordances, and collocation were electronically scrutinized. The object of investigation is text corpora of research articles in the discipline of Economics published in the reputable journals involving 10 articles making up of 28000 words corpora. By using electronic data in the form of text corpora of journal articles which were analysed electronically using Antconc software, the results indicate that economic article corpora typify texts belonging to social science dominant with the characteristics of social science texts as can be vindicated by the keywords and concordances of modality which manages to highlights the frequent use of hedging in expressing and claiming social knowledge and research findings. Samples of hedging, in particular, where modal verbs such as can, may, might were predominant in the claim of knowledge indicating that the claim of the truth of the knowledge is non-exact type. Unlike the hard science researchers whose fields were grounded on the positivistic views, the economic texts written by the researchers in the field of Economics are parts of the research and therefore the claim tends to be interpretive. And that in doing the research, researchers are part of the whole research activities. In addition, this research provides valuable contribution to prospective writers who wish to write in the economics journals to get themselves familiar with the styles of the economic discipline despite the fact that the analysis of keywords and collocation did not specifically indicate typical characteristics of economics texts.

Key words: electronic analysis, scientific articles, corpus, keywords analysis, collocation, concordances

Abstrak: Penelitian skala kecil merupakan upaya untuk mengevaluasi tulisan artikel akademik dengan memerhatikan aspek linguistik dan leksiko-gramatika dengan menggunakan analisis

elektronik. Penelitian ini merupakan jenis studi korpus (kumpulan teks) yang menggabungkan pendekatan kuantitatif dan kualitatif yang mencoba menganalisis kata-kata kunci, konkordansi, dan kolokasi. Sasaran penelitian adalah kumpulan teks artikel ilmiah bidang ilmu ekonomi, sebagai bagian ilmu sosial yang melibatkan 10 artikel dengan total jumlah kata sekitar 28000. Hasil analisis terhadap data korpus menunjukkan bahwa artikel bidang ekonomi menunjukkan sifat khas teks bidang sosial yang dominan dengan ciri-ciri khasnya sebagaimana ditunjukkan oleh seringnya penulis menggunakan aspek hedging (tata krama kesopanan) dalam menyatakan klaim terhadap ilmu atau pendapat yang diungkapkan dan temuan-temuan penelitian yang dilaporkan. Tidak seperti jenis teks serupa yang ditulis para penulis bidang eksakta yang karena pandangan positivistiknya cenderung menghindari ungkapan yang ambigu atau demi sopan santun maupun asumsi- dan pendapat pribadi, karenanya klim-klim terhadap pendapat bersifat subjektif karena peneliti merupakan bagian dari proses penelitian itu sendiri. Selain itu penelitian ini memberikan kontribusi yang berharga bagi para calon penulis artikel ilmiah yang akan mempublikasikan karya untuk belajar mengenali gaya selingkung jurnal bidang sosial meskipun analisis kata-kata kunci dan kolokasi tidak selalu mencerminkan kekhasan teks bidang ekonmomi.

Kata kunci: analisa elektronik, artikel ilmiah, korpus, analisa kata kunci, kolokasi, konkordansi

INTRODUCTION

Electronic analysis of text corpora is a relatively new approach to studying texts as it did not get its popularity until John Sinclair begun to introduce a corpus study in the 1980s in which he was actively investigating various classroom discourse and then his research team managed to build a widely known dictionary called Collin Cobuild in the University of Birmingham, UK., whose entries were made on the basis of the language in use refined through corpus studies. Text analysis, in its actual use, relies on empirical evidence which pertains to the actual use of the language so that it allows the researcher to identify how that particular language in such a particular context works. Recently English has been one of the languages used by people to get involved in the academic competition especially where academic competition is concerned. This is particularly at issue because the demand for publication is an inevitable part of academic life and coupled by the fact that the opportunity for publication is getting more wide open. Unluckily, however, as reported by Thomson Scientific (2004), contribution that Indonesian scientists and researchers have made via International publication remains relatively low (only 522), compared to the other counterparts from the neighbouring countries such as Malaysia (1.428), Thailand (2,397) or Singapore (5,781). As admitted by Jalal (2009), the publication in the form of books or scientific

articles for knowledge and research publication in the International journal bearing Indonesian names is only 0.8 articles per million populations, meaning that the number is still very low considering the population number in the whole.

Given the fact, efforts have to be done, among other things, by evaluating the work of the Indonesian academics in terms of the aspects of the text quality as well as the styles of writing which can be done by doing electronic text analysis. The objectives of such an attempt is to find out if there indeed a close to ideal quality of text which may be of a model for other scientists to learn from, or at the very least to be used as a means for them to reflect what has been the downsides of their works so that they can gradually improve their own and start producing qualified work which is more competitive. This research, therefore, tries to answer the following questions, i.e. is analysis through electronic analysis is indeed possible and if a certain analytical procedure can exposes the characteristics of good texts. In other words, it overall will be capable of valuating Economic journal articles through the electronic analysis of the text corpora and analysing them based on certain categories of text analysis so that the common characteristics of text form a certain discipline can manifest and useable for reflection and learning. The contribution that this kind of research may be giving is that more and more academics and scientists wishing to publish their works in the International journals may take this as a reference. This may also expand the types of research by maximizing the potential that the electronic sophistication for analysing the texts and that this also enriches the newly found research method dubbed as corpus and discourse study stream. The highlight of this research model is that it may potentially give a new light into a new perspective on texts analysis useable for assessing the general portrayal of the text as well as scrutinizing the general features of the texts on the basis of disciplines which later can be readily exposed for learning and comparing various texts from different disciplines backgrounds.

LITERATURE REVIEW

A. Electronic Analysis of Language

Text analysis develops alongside the technological development or to be precise the very part of CALL in language learning area. Electronic analysis or digital analysis is another word for corpus analysis. The difference of the meaning lies on the emphasis in which the first term puts more emphasis on process, whereas the second stresses the product (Adolphs, 2002). Corpus analysis is much used in corpus linguistic study which is a study of language which put more weight on the rules and principles analysis where a large amount of data words or phrases or sentences and altogether makeup of corpora. To put it simpler, a corpus linguistic study is a study which is made on a big size collection of textual data on the aspects of linguistics analysed through different aspects aspects of language or different categories of analysable elements of language. The single corpus should generally be homogeneous in nature in that the collection of the text corpora should consist of the same types of test or the same genre of texts.

Due to its requirement to have sizable corpus. The way to analyse requires electronic tools rather than investigated manually. Recent technology offers different types of software to assist researcher to study big corpora, among a few to mention arc Wordsmith Tool, Antconc Tool and in this research particularly the later will be used. Computer software corpus analyser is capable of conducting scanning of big data and produces output almost instantly. As a result, researchers can enjoy a speedy process and easily analysable data. The software can conduct various analyses such as keywords analysis, statistical frequency count, concordance, and collocation. This is the reason why this type of analysis is relatively recent due to the fact that corpus study and corpus analysis did not exist until the computer technology was invented and in linguistic world it only began to be known in 1980s as the technology of analysis capacity was made and storage of data began to be capable of accommodating a large size of data.

B. Corpora-based Research

The use of large corpora as the basis of research is new and interesting considering that on its initial stage of development, it used to get strong resistance from the structuralism linguists on the pretext that there was no way to investigate language on the basis of texts. Noam Chomsky (1965), for instance, argued that research focus on the real use of language does not represent true knowledge of the language science because language study should primarily about competence not performance over time. The technological advancement as the new theory of learning slowly changed. Coupled by the offer of technology, computer technology has made the impossible possible not only because of its reliability and capability but also because of its contribution into the linguistic study began to materialize and its real advantages for language learning through CALL (Computer-Assisted Language Learning) was getting more and more acceptance. Alongside, the research endeavour based on corpora also began to gain acknowledgement in particular since Sinclair and Coulthart (1987) managed to extensively study the corpora in project design of dictionary built out of the corpus data also as they made use of the corpus study in the areas of classroom discourse which contributed much to understanding classroom interaction. Two worth noting monumental works were contextual study of language (Sinclair, 1987) on the syndication of Birmingham University, UK resulting in the making of Collins Cobuild dictionary, then followed by attempt to study language acquisition on language acquisition.

The researcher of this current study has also ever taken its advantages to study a corpus of research articles data to investigate authority academic writing where he put emphasis on how pronouns were used in two types of soft science and hard science texts corpora (Suratno, 2012, unpublished dissertation). In addition to some other research on corpus in the area of syntax and social representation of discourse, etc. Among the standing out capacities that the electronic corpus analyser can do in the search of language corpus is concordance upon which the computer technology software is smart and quick in doing quick search. Another area of job is Keyword study to go into a detailed study of words or phrases, making wordlist and counting frequency of a certain linguistic category (Meyer, 2002).

In the field of language learning, electronic analysis has been devised to enrich the material development for vocabulary and grammar as it is capable of producing a quick search of for patterns of vocabulary and grammar use in the corpus collection the result of which reflects the actual use of language relevant to the context of both spoken and written social interaction. The analyser software can produce various lists of concordances and collocations, word list or keywords of the analysed corpus from which idiomatic expressions and grammatical expressions can be generated readily used, further analysed or compared to other corpora. Almost all types of text genre, either written or spoken, either fiction or non-fiction, either natural or non-natural use of language can be analysed using the software. Thus, the obvious advantage of the corpus analyser software is that it can read the large size of data swiftly do search processing of words or phrases out of almost unlimited numbers of words. It becomes clear from the above account that corpus analysis using corpus analyser software is a beneficial research process and that the software is a reliable tool useable for various research purposes

C. Electronic Analysis and its potentials

Krieger (2003) made an attempt to investigate language in the context of day-to-day use which tend to ignore the role of register in its use, while the fact indicates that it is register in which genre of language can be identified and that it is in it as well that an account of how language works and how it is used can be understood. As generally known, language can be classified into various registers such as fiction and non-fiction, literary and non-literary, academic and non-academic. Even within one genre, say for instance, academic genre, language can make up of various sub-genre like research articles, laboratory report, lecture, academic discussion, general lecture, conference presentation, classroom hand-outs, lecture modules, etc. Electronic analysis is capable of exposing and showing that language works differently depending on in which genre it is used, consequently different genre with its each unique characteristic cannot be generalized and therefore each has to be understood and treated differently (Krieger, 2003.)

Research on the research articles written by different writers is not primarily intended to build a theory of academic writing but rather to provide a picture of how academic text like research article is written from which the empirical data can display the general patterns, writers' tendencies in word choice, common phrases, or even sentence patterns. The electronic analysis of language may be capable of exposing how language of different genre behaves in conveying ideas, messages, facts, habits and even the writers' cultural values characterizing his/her discourse community, making a certain genre of texts is comparable to other genres. After all, electronic analysis may be geared to produce analyses of texts from the area of genres, linguistic pattern, lexico-grammatical aspects, phonological aspects, morphology to discourse.

RESEARCH METHOD

This research is a corpus based electronic analysis using Anconc Software Corpus Analyzer, the characteristics of which is relying on the machine producing digital output of data readily analysable both quantitatively and qualitatively. Due to its nature, it can be designed into either qualitative or quantitative research or even the two are altogether mixed into a blended research approach depending on the research objectives. In this particular project, digital analysis will be geared to producing the data of text keywords, concordances, and collocation which mainly quantitative in nature. However, as the output of data also reveal the element of language context, the result of which can also be analysed qualitatively to show how certain relevant data are used contextually within the contexts of discourse, making it a qualitative as well. Thus, it can be said that this model of research is a mixed method research. It is quantitative in a sense that the electronic data will present the mapping of the frequency and even statistical distribution, but it is also qualitative in a sense that the digital data can portray the characteristics of language within the socio context of use and thus qualitative. What is new in this type of research is that the roles and the sophistication of computer are exploitable for scrutinizing and portraying the texts on the basis of certain aspects relevant to the intended focus of research. In the broader sense, it can be versatile analyser depending on the research purpose.

A. Text Identification Stage

Corpus study requires a large number of electronic data which is generally called text corpora making it a large body of texts. In this stage researcher will set up an inclusion and exclusion criteria to screen relevant from the irrelevant ones. This can be done by setting what corpus is going to be made, for instance, by determining the length of each corpus size, the genre of the text to determine the similarity of the characteristics of the text, as well as the purity of the text in a way that allow the machine to analyse only what is supposed to be analysed. Say for instance, appendix, list of references, or index generally constituting part of the body of text are not the primary part of the body of the text. In this research, due to the time constrain, I will only deal with a small size corpus study involving less than 30.000 words of Economic journal articles collected out of 10 data of article samples. On the completion of the data collection, data are to be refined by omitting the irrelevant parts of the text and the as the finely refined data have been established they are joined together to make up of a corpus data readily analysable. This way, it is expected that the output of the electronic analysis represents the characteristic of the intended text, in this case economic journal articles.

B. Data Collection and Transformation

Any paper-based data have to be tranformed into digital data in order to allow them for analysis. Data to be analysed were taken from the already published journal articles so that it does not specifically requires the researcher to transform the data from the non electronic to electronic data.

C. Data Analysis Stage

Once the corpus data making process is completed, it is now high time to come to analysis stage. Electronic data analysis only focuses on 3 major aspects, i.e.:

1. Keywords analysis, it is a kind of analysis which will present the frequency data of the keywords the most to the least frequently used in the corpora. From this, researcher can see what words are predominant which characterize the text to be categorized as the text of a certain text genre.
2. Concordance analysis, this type of analysis allows the researcher to scrutinize certain linguistic functions and the frequency of such use. For instance, how the pronoun 'I' is used in the corpus and how frequent it is used. So, in addition to seeing the data from the quantity, the analysis can be deepened into in what context that particular word is used so that the socio context of the language can be established with regards to question why.
3. Collocation analysis, this analysis focuses on the tendency particular words in the text co-occur with or what word a certain word closely associates with in the actual use of text. For instance, the word 'business' might possibly collocate with 'plan' or 'running', so that the collocation in the text may manifest in the phrase such as business plan or running business. The advantage of this analysis is that it can help identify the generic and common expressions pertaining to a particular field of study, in this case Economics.

DATA ANALYSIS AND INTERPRETATION

Stages of the research have been completed and the following is the data presentation and interpretation Text analysis is broken down like shown below:

A. Keyword Analysis

1	2087	the
2	1199	of
3	772	and
4	720	to
5	600	in
6	505	a
7	494	that
8	441	is
9	356	for
10	325	x
11	253	we
12	244	are
13	242	this

14	231	with
15	208	as
16	183	on
17	172	be
18	159	by
19	148	model
20	134	cash
21	131	value
22	127	rm
23	125	s
24	120	not
25	119	an
26	117	investment
27	114	which
28	112	it
29	111	our
30	109	or
31	103	firms
32	100	capital
33	97	dividends
34	97	firm
35	97	public
36	94	at
37	94	internet
38	92	dividend
39	92	these
40	91	private
41	90	e
42	90	have
43	88	from
44	84	than
45	83	business
46	81	their
47	80	also
48	80	can
49	78	will
50	76	labor

#Word Types: 3273

#Word Tokens: 28623

#Search Hits: 0

Number of Keyword Frequency

B. Concordance Analysis

In this current research modal verbs as the signifiers of hedging in academic writing were chosen for concordance analysis due to the reason that they can show how the writers express their ideas related to knowledge, its truth and knowledge claims relevant to the subject matter. Therefore, conclusion can be drawn if they typify the discipline under study.

Number	Modal Verbs	Frequency
1	can	80
2	will	78
3	may	52
4	should	34
5	might	19
6	could	14
7	must	10
8	have to	2
9	probably	1

The above table shows that the article writers most frequently use subsequently, can, will, and may. Specifically, with the use of modal verbs can, the writers are being positive and determined about the phenomenon they are investigating, besides also expressing abilities or capabilities in doing something. While, the word will, indicates that there is an obvious optimism by the writers that ideas and phenomena related to economic situation and the fact related to the research findings are positive, So, altogether through the use of the two modal verbs. the writers show a great optimism

1 netary shocks, and that this correlation
 2 a faster rate of accumulation and growth
 3 CRSP as delisted because of liquidation\,
 4 • the incentives to be public or private
 5 through the accumulation of capital. Finally
 6 costs of separating ownership from control.
 7 lower curve where the trace is positive
 8 Profit margin. "imizing" AD tion in each industry
 9 estimate the reprivatization rate, since firms
 10 proposals, and design documents) because a document
 11 and of the optimal timing of IPOs
 12 externalities. and the ease with which labor
 13 firms' specific risks. This intuition
 14 customer goodwill). Our evidence shows that these
 15 sition, or merger). This delisting category
 16 al business cycle' framework. A few observations
 17 constraints which, following Poterba and Summers.
 18 above.) Fig. 2 indicates that indeterminacy
 19 taken public (if it is private) or
 20 Now falls below CF. because the company

can actually be reversed if there are sufficient
 can also be justified as equilibrium.
 can also be motivated by reprivatization consider
 can also change. Yet the above-cited papers
 we can also compute the nominal wage and price:
 but can also refer to administrative costs (e.g., "I
 can also represent a region of indeterminacy with
 can be combined to find the relationship of
 either the delisted or absorbed into another firm
 can be delivered faster and is ready to
 can be derived without specifying the probabilities
 can be drawn from employment - that is - the
 can be expressed formally by considering the
 can be further broken down into short- and
 can be interpreted as pure reprivatization. Howe
 can be made. First, we saw that introducing
 can be modelled in terms of the impact
 can be obtained with the externality parameter
 can be reprivatized again (if it is public).
 can be reprivatized. "firm value is a convex

From the concordances samples, it becomes more obvious how the writers present the empirical data about the economy expressed, optimism and certainty that something can be: used, expressed, motivated, as well as can change, count, etc. Words that collocate with *may* in corpus data.

1 consumes an enormous amount of time and	may actually interfere with a company's ability
2 •L) and U2 (C. L). This nonseparability	may allow the labour supply curve to slope
3 ly different either. Introducing an HP filter	may also further improve the match. In Figs. J
4 results obtained in one-sector models we	may also obtain an aggregate labour demand curve
5 t generate mark-ups. These increasing returns	may amplify the movement of labour into pro
6 •perhaps because using dividends as a signal	may appear to be inconsistent with dividends being
7 As intra-nets start to mature. There	may be a resurgence of the power relationships
8) suggests that the level play- ing \xAEeld	may be about to become less level. How
9 labor supply. Then an increase in L	may be associated with an increase in consumption
10 for which the trace is positive. they	may be attracting and surrounding a completely u
11 new shares: those with lower credit ratings	may be compelled to issue new shares. And
12 we account for the additional labour that	may be drawn out of leisure and into
13 model. In a two-sector model externalities	may be either aggregate or sector-specific. The
14 use of funds. the cost of capital	may be independent of the dividend tax rate.
15 eminent characteristics or temporary conditions.	may be less likely to use dividend Fluctuations
16 may perceive that their cost of funds	may be reduced by paying out a higher
17 the firms relying less on new issues	may be relying more on debt. As discussed
18 likely to issue shares. these large firms	may be relying on debt. Rather than external
19 sectors. the expected higher rate of return	may be self-fulfilling, such a scenario will
20 with the technology shocks. This structure	may capture the idea that sunspots are simply

The concordance data of *may* indicate that the writers expressed the truth of the facts and realities about economic condition being reported. The word *may* is used to express caution and courtesy in presenting the realities of knowledge and the knowledge claims. In academic writing, it is generally known as hedging expression, an expression of taking a distance from the exact truth value of the knowledge and knowledge claims. By doing so, writers, in particular where soft science or social science is concerned. In social science knowledge tend to be non-exact. Interpretive, debatable, fleeting, sometimes subjective and constructivistic. Even when a claim of research pertains to significance social science put a lower degree of significance level of generally 0.05 as opposed to 0.02 in hard science such as math and physics. Thus, it is essential for researchers in social science to consider being soft and cautious and polite in stating claim in order for them to get confronted by the opposing sides of ideas made by more authoritative scientists. Unlike the pure science where facts and findings more frequently be based on the laboratory and experimental bases, the social science is in contrast more relativistic. As can be seen from the sample of concordance, 'perhaps because using dividends as a signal may appear be inconsistent with dividends being:' the writer did not only use *may* in the sentence. But also the word *perhaps* vindicating that knowledge claim was built through extra care and that the fact being presented is both infinitive and tentative.

As compared with the use of *may*, the data of concordance involving modal verb *might* highlight similar situation and meaning in that writers feel a need to be weary of the facts and realities. The word *might* even collocates with *be* and *seem* which underlines the importance for the writers to down tone the claim implying that social

knowledge has to be rigidly verified to make it valid or to get it accepted, besides, of course, for the politeness reasons.

- | | |
|--|--|
| <p>1 account for trends in dividend levels that
 2 unattractive for tax reasons alone, but they
 3 8) becomes: An example of this specification
 4 lowing discussion we identify three channels that
 5 extreme and unrealistic. For example, one
 6 ditors, analysts, investors). activities which
 7 subsequent tables for the Tobit model. One
 8 down, and some of the good firms
 9 deduce that industry sector and product nature
 10 strategies outlined in Farmer and Guo (1995) one
 11 firms to the public. For example, companies
 12 than an outage of the telephone network
 13 adoption, there is hope that small businesses
 14 of paying dividends. Without such shocks, we
 15 and 35.6% for 1980-1990. The Welch statistics
 16 increased disclosure of inside information that
 17 needs and cash flow resources. our estimates
 18 variation, a simple if inelegant correction that
 19 the relevant cost under the new view</p> | <p>might be attributable to a variety of common
 might be even more unattractive because of non-
 might be the restriction that new share issues
 might break this link. (I) The first possible
 might construct a signaling model in which they
 might enhance the value of the firm. They
 might explain the findings thus far as simply
 might find it advantageous to lower their dividend
 might have something to do with Internet commerce
 might hope to use models in this class
 might issue stock to finance investment opportu-
 might not be as quickly detected as the
 might not miss out in this round of
 might observe a separating equilibrium in which go
 might overestimate the privatization rate. Sin-
 might reduce the competitive advantages of
 might reflect not only these responses, but also
 might seem appropriate is to include fixed firm
 might well have fallen like lead as well.</p> |
|--|--|

C. Collocation Analysis

Collocation is closely connected to word association and as it is the text of economic discipline, the word chosen for collocation was intentionally selected for analysis. The following is the data showing how the words economic/economics collocate in the corpus data in the context which may precede or follow the words.

Collocation analysis did not specifically show typical samples of words collocating or Associating with the two above mentioned words, except for the listed words of effect, condition, conditions, circumstances, and indeterminacy which can make up of phrases typically of economic senses like economic effect, economic condition, economic circumstances, and economic indeterminacy. Whereas, the rest of the list, which turns out to be higher in frequency did not specifically refer to economic terminologies or expressions from the data presented, out of the three types of analysis and interpretation, the following findings can be drawn.

First, there has been non-significant frequency of terms or keywords which specifically characterised the corpus data of economic discipline. Majority of keywords employed by the writers turns out to be non-economics, in spite of the fact that such a phenomena is not surprising. Second, viewed from the concordances data of modal verbs in the corpus data, the use of them signified the characteristics of the texts under scrutiny as being a typical text of social science with the predominant use of modal verbs as the device for expressing politeness or hedging. Third, analysis of words collocating with the word economic and economics show relative low frequency which may be interpretable into the fact that in that particular texts under study, it may happen that writers did not much theorize the issue of economics but

probably put more emphasis on presenting empirical data about economic discipline.

1	1	0	1	12.21992	nisms
2	1	0	1	12.21992	mecha
3	1	0	1	12.21992	impetus
4	1	1	0	12.21992	emerges
5	1	1	0	12.21992	continuum
6	1	0	1	11.21992	unlike
7	1	1	0	10.63496	features
8	1	1	0	10.63496	dynamic
9	1	0	1	10.21992	part
10	1	1	0	10.21992	obvious
11	1	1	0	10.21992	main
12	1	0	1	10.21992	interpretation
13	1	0	1	10.21992	circumstances
14	1	1	0	9.898	equilibria
15	1	1	0	9.63496	provides
16	2	1	1	9.63496	positively
17	2	2	0	9.51949	good
18	2	0	2	9.21992	affect
19	1	1	0	9.05	correlated
20	1	1	0	9.05	actual
21	1	1	0	8.898	make
22	1	1	0	8.51949	particular
23	1	1	0	8.31303	waves
24	1	1	0	8.31303	finally
25	1	0	1	8.21992	work
26	1	0	1	7.82761	conditions
27	1	0	1	7.69636	models
28	1	0	1	7.41257	data
29	1	1	0	7.26573	section
30	1	1	0	7.26573	IpOS
31	1	0	1	7.17553	technology
32	1	0	1	7.17553	condition
33	1	0	1	6.79366	xad
34	1	0	1	6.63496	ows
35	1	1	0	6.63496	indeterminacy
36	2	0	2	6.15384	cash
37	1	1	0	5.93452	will

38	1	0	1	5.71213	Private
39	1	0	1	5.66534	At
40	1	1	0	5.38703	Which
41	1	1	0	5.32511	An
42	3	3	0	4.57607	In
43	7	2	5	4.00006	The
44	4	2	2	3.99231	Of
45	1	0	1	3.27156	That

#Total No. of Collocate Types: 45

#Total No. of Collocate Tokens: 60

From studying the data above, it can finally be said that the characteristics of language that managed to be exposed through the electronic analysis did not produce an outstanding new phenomenon, except that the text under study clearly typifies the social science texts.

CONCLUSION

This research was an attempt to evaluate the corpus data of economic research articles through an electronic analyses by emphasizing three aspects, i.e. keywords, concordances and collocation analyses; subsequently to find out the mapping of the important words frequently used throughout the corpora, concordances to explore the frequency of certain word occurrence and how they used in the texts, and to know how the keywords of economic is associated with in the context of economic texts. As data were presented and analysed the findings suggest that, despite the insignificant use economic keywords and minimum number of words collocated with the words economic, the analysis of concordances managed to show that overall the texts under study typically signify the characteristics of the social science texts strong with their nature of personal, interpretive, cautious in knowledge claims and the claim of truth of the knowledge as can be seen from the use of modal verbs.

SUGGESTION

Researcher realized that this research is done by involving limited number of corpus data, in which only 28.000 words were used for analysis taken from limited number of articles. Despite its ability to disclose the findings, the conclusion drawn from a small scale research potentially carry with it a serious drawback. Therefore, in order for the future research to produce a more robust findings and conclusion, similar corpus study using electronic analysis should consider expanding the research objects covering a lot bigger size of corpus. Considering that despite using mixed method, the qualitative analysis is purely interpretive of the quantitative electronic

data, future researchers should consider using a separate research instrument such as interview or panel discussion involving academic writing in the research articles journals to dig deeper into the processes of writing and first hand opinion about the issue under study. Ideal corpus study may also consider making a comparative study of different corpus to see how different genre of texts reveals different lexico-gramatical characteristics.

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Celt (Culture, English Language Teaching & Literature)
International Conference
Contextualizing the Trajectory of Language, Arts & Culture in Contemporary Society
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SEMARANG, INDONESIA **9-11TH**
SEPTEMBER 2017



5th Celt INTERNATIONAL CONFERENCE
Faculty of Language and Arts - Soegijapranata Catholic University

ISBN 978-602-6865-52-6



9 786026 865526